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ABSTRACT

This guidebook is intended to aid adult basic education teachers in the selection of audiovisual resources designed to teach living skills to low-functioning adults. The first section describes effective use of audiovisuals, preparation of a lesson incorporating audiovisuals, and lesson plan uses of media. Two audiovisual evaluation forms are included in the second section--a teacher evaluation form and a student preview form. The next five sections contain the summaries of the audiovisual materials reviewed. Summaries are arranged by adult performance objectives as defined in the curriculum guide "Learning For Everyday Living" in five major areas: consumer economics, occupational knowledge, health, community resources, and government and law. Each section begins with a listing of the objectives. Summaries follow this format: title, series (title of series, type of media, length, color/black and white, sound, cost, copyright date, producer, distributor, accompanying materials), evaluator(s), synopsis, adult performance level objectives, educational levels, groupings, lesson plan uses, comments, and overall rating. In addition to a title index, a subject index in the back of the guide correlates subject and objectives. (YLB)

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MEDIA FOR EVERYDAY LIVING

A special demonstration project
funded by a grant from the
Indiana Department of Public Instruction
Division of Adult and Community Education
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CE 034055

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PURPOSE

The purpose of Media For Everyday Living has been two-fold:

(1) To produce and disseminate a guidebook for the selection of audiovisual resources designed to teach living skills to low-functioning adults.

(2) To conduct workshops to acquaint teachers with the audiovisual materials avaialble, methods of teaching with the audiovisual materials, and operation and care of audiovisual equipment.

ACKNOWLEDGMENTS

The completion of this project was due in part to the skill and patience of the following people:

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WHY AUDIOVISUALS?

Lowest functioning adult students, who have academic skills equivalent to students in grades 0-4, are found in adult basic education programs throughout Indiana. Their inability to read often results in failure to acquire the knowledge they need to function in everyday life; they are unable to gain information from printed materials. Many times these same students learn readily from visual materials or "hands-on" experiences. "Richard Erickson of Purdue University has experimented with Sensory preferences in learning and has determined that individuals learn in a variety of ways. Erickson's conclusions support the necessity of the utilization of various learning modes and media in order to accomodate the needs of all students.:"[1]

Media For Everyday Living was compiled to assit ABE teachers in the selection of audiovisual materials which may serve as alternatives to printed materials. The resource guidebook does not attempt to be all inclusive. There are many available audiovisual programs which have not been reviewed here. Low functioning adult students not only learn from audiovisual materials but also make the most progress with individualized instruction. Independent viewing and listening lessons could provide more opportunity for one-to-one instruction.

Media For Everyday Living is also a supplement to Indiana's State Curriculum Guide, Learning For Everyday Living. The audiovisual materials identified in Learning For Everyday Living were reviewed and included in this audiovisual guidebook. Some audiovisual items were not included because they were no longer available to rent or purchase.

---

[1] Ladevich, Laurel "Visual Literacy" English Journal. October 1974, Page 14

NO AUDIOVISUAL EQUIPMENT?

Even though audiovisual equipment may not be found in each adult classroom, it can be found elsewhere and used. Schools, churches, community agencies and public libraries frequently lend audiovisual equipment to individuals and organizations. Borrow it!

Purchasing the basic equipment may be possible, too. Small, individual filmstrip viewers and cassette tape recorders/players may be purchased for $40.00 to $50.00 each. Audiovisual equipment can be obtained; it may take some effort.

USING MEDIA EFFECTIVELY

1. Prepare Yourself
   - Preview audiovisual item
   - Study the accompanying guide
   - Develop a plan for its use which meets your instructional objectives
   - Become familiar with the equipment
2. Prepare the Environment
   - Have necessary materials and equipment
   - Load the equipment and focus on the first frame
   - Darken the room
   - Ensure that all viewers can see
3. Prepare The Class
   - Introduce the items with a brief summary, the important points or study materials
   - Prepare the students for the follow-up test, discussion, enjoyment
4. Use the Item
   - As is or consider
     Stopping for a discussion
     Showing only appropriate sections
     Turning off sound and supplying own narration
5. Follow-up With
   - Discussion
   - Review
   - Test
   - Skill demonstration
   - Activities
   - Performance assessment
6. Evaluate
   - The audiovisual items
   - The lesson plan

These steps can make the difference between a fried egg or an omelet.

LESSON BUILDING TIPS

Planning a lesson incorporating an audiovisual resource may take half an hour if the supplemental lesson materials which accompany the program are adequate and meet the student's needs. It may take two or three hours if the teacher wishes to locate extra learning materials, organize some activites and devise a brief post-test. Anything more elaborate would depend on the time available to the teacher.

First attempts to use audiovisuals for the purpose of presenting living skills to your students may result in some trial and error learning for you as a teacher. Keep in mind that you will do no harm to your students, and if the lesson is in an area of expressed interest, they will not view it as a waste of time.

Nine steps to follow in preparing a lesson . You may find other ideas as you experiment and practice.

1. Identify the student's needs/interests through an interest survey or check list, demonstrated need, APL survey or student's request.
2. Locate an appropriate audiovisual program.
3. Preview the program and examine any accompanying materials.
4. Determine one or more instructional objectives - what does the student need to know?
5. Write the objectives; keep them simple and measureable.
6. Select supplemental reading materials and work sheets from material already in your classroom or readily available to you.
7. Write learning activites and directions for students using such words as compare, find, list, figure, match, draw, tell, complete, write, etc.
8. Write a simple post test or activity to measure the achievement of objective.
9. With students evaluate what happened and use this response to help you plan your next lesson.

When lessons are completed by an individual, as opposed to small or large group, make sure the student has some contact with the teacher in the form of discussion, oral reading, evaluation of post test, etc.

Be sure to save any lesson materials or outlines for each lesson in an expandable file for later use. Add exercises, activities, or reading materials as they are located or developed. Teachers may share what they have done and benefit from each other's planning time.

Refer to Using Media Effectively, page 3, for some excellent guidelines for making your teaching experiences with audiovisual materials productive and rewarding.

LESSON PLAN OUTLINE

TITLE OF LESSON:

APPROXIMATE TIME:

MATERIALS USED:

A-V:

PRINT:

OTHER:

OBJECTIVES:

LESSON:

LESSON PLAN OUTLINE

TITLE OF LESSON: How To Read Food Packaging - Part 1

APPROXIMATE TIME: One Hour

MATERIALS USED:

A-V: "LABEL LITERACY: How To Read Food Packaging" - Part 1 - "What You Can Learn" (Sound Filmstrip)

PRINT:

Vocabulary and Reading Page	- Teacher Made
Activity Sheet	- Teacher Made
Check-up	- Teacher Made

OTHER:

OBJECTIVES:

1. To be aware of the information found on food labels.
2. To identify main elements of a food label.
3. To evaluate contents of a product using the ingredients information.

LESSON:

ACTIVITY	INDIVIDUAL	GROUP
1. Vocabulary - Part A	Language Master, Voxcom, etc.	Oral Presentation
2. View filmstrip with discussion stops - Part C	View - Write simple answers to discussion questions	View - Discuss questions
3. Reading - Part B	Read-Reading Page	Read-Reading Page
4. Activities - Part D		
(1) Matching words to label parts	Do Activity with help	Do Activity with help
(2) Finding information	Do Activity alone	Do Activity alone
(3) Writing an answer	Write short answer	Write short answer
5. Check-up - Part E (8) True/False	Complete Teacher Check	Complete Discuss

How To Read Food Packaging (Labels)

Part 1

A. Words To Know

- least
- net weight
- product (pro duct)
- flavor (fla vor)
- natural (nat u ral)
- dextrose (dex trose)
- artificial (art i fi cial)
- additive (add i tive)
- preservative (pre serv a tive)
- ingredient (in gre di ent)
- oz. — ounces (ounc es)

B. Reading About Labels

More than half of all food items we buy come in packages. Since these products are in packages, we cannot smell them, touch them, or even see them. One way to get what we want is to read the labels on the boxes and cans. A label must have the name and address of the company that makes the product. It must tell the name and kind of food. The label has to show the net weight — that's the weight of the food not including the can. For most products there has to be a list of ingredients, too. This will list the food and other things that are added to the food to change it or help it stay fresh longer. These are called additives and preservatives. We can learn how to read labels and get the product we need at the best price.

How To Read Food Packaging

Part 1

C. Discussion

1. Do you think "pecan-flavored" cookies will be full of pecans? Explain your answer.

2. The label on a jar of powdered orange drink says "with natural flavor." Do you think the flavor is all natural? Why or why not?

3. The label on a can of sandwich wpread reads "potted meat food product." Do you think it is all meat? Why or why not?

4. Suppose you want some bread made with only stoneground whole wheat flour. The store has Home-Style Wheat Bread, Cracked Wheat Loaf, Wheat 'n' Bran Bread, and Country Whole Wheat. How would you know which to choose?

5. A product is labeled "gravy and beef." A similar looking product is labeled "roast beef in gravy." Which would probably have the greater percentage of beef? How could you check?

How To Read Food Packaging

Part 1

D. You Do It

1. Draw a line from each word (or group of words) below to the parts of the label it tells about.

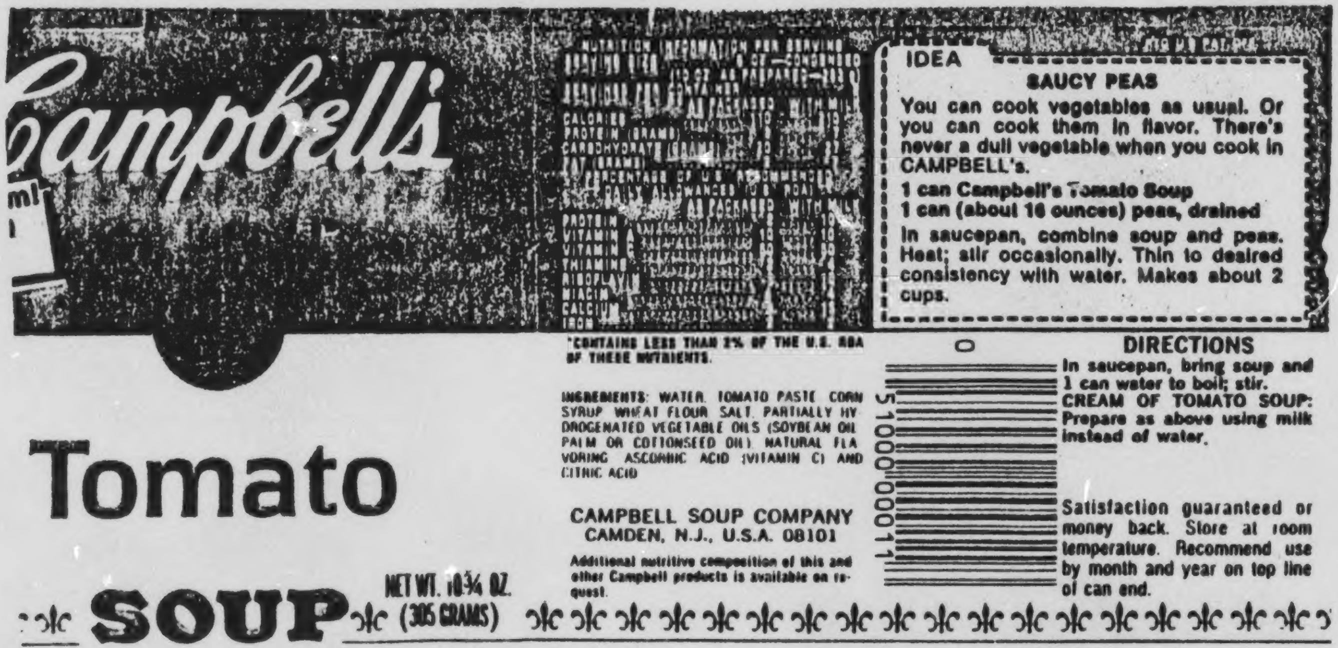
Net Weight

Name of Product

Nutrition Information

Recipe

Name of Company


Campbell's

Tomato

SOUP

NET WT. 10¾ OZ. (305 GRAMS)

*CONTAINS LESS THAN 2% OF THE U.S. RDA OF THESE NUTRIENTS.

INGREDIENTS: WATER, TOMATO PASTE, CORN SYRUP, WHEAT FLOUR, SALT, PARTIALLY HYDROGENATED VEGETABLE OILS (SOYBEAN OIL, PALM OR COTTONSEED OIL), NATURAL FLAVORING, ASCORBIC ACID (VITAMIN C) AND CITRIC ACID

CAMPBELL SOUP COMPANY
CAMDEN, N.J., U.S.A. 08101

Additional nutritive composition of this and other Campbell products is available on request.

IDEA

SAUCY PEAS

You can cook vegetables as usual. Or you can cook them in flavor. There's never a dull vegetable when you cook in CAMPBELL's.

1 can Campbell's Tomato Soup
1 can (about 16 ounces) peas, drained

In saucepan, combine soup and peas. Heat; stir occasionally. Thin to desired consistency with water. Makes about 2 cups.

0 51000 00011

DIRECTIONS

In saucepan, bring soup and 1 can water to boil; stir. CREAM OF TOMATO SOUP: Prepare as above using milk instead of water.

Satisfaction guaranteed or money back. Store at room temperature. Recommend use by month and year on top line of can end.

Kind of Product

UPC (Universal Product Code)

Address of Company

Directions

How To Read Food Packaging

Part 1

D. You Do It

2. Look at the label you have been given. Find each of these things and write in the blanks.

Name of product ______________________________

Kind of product ______________________________

Name of company ______________________________

Address of company ____________________________

Net weight __________________________________

The ingredient that is most ____________________

The ingredient that is least ____________________

The flavor — natural or artificial ______________

One additive or preservative ____________________

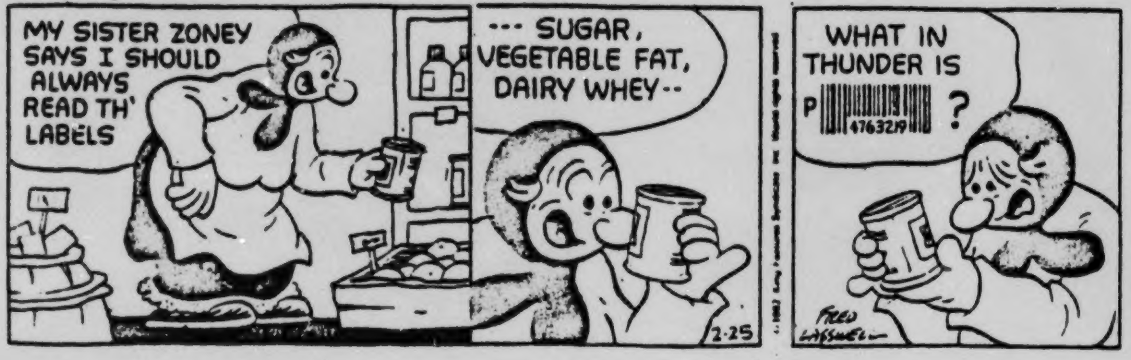
3. Write an answer:

Do you think this lesson will help you to be a smarter shopper? How?

How To Read Food Packaging

Part 1

E. What Did You Learn?


Snuffy Smith
MY SISTER ZONEY SAYS I SHOULD ALWAYS READ TH' LABELS
--- SUGAR, VEGETABLE FAT, DAIRY WHEY--
WHAT IN THUNDER IS P 47632I9 ?
2·25
FRED LASSWELL

Check each sentence true or false.

T___ F___ 1. If the label says "chocolate flavored," it's not all real chocolate.

T___ F___ 2. You shouldn't buy foods that have a large number of additives.

T___ F___ 3. Net weight includes the weight of the can.

T___ F___ 4. The words "orange juice" on a can means that the drink inside is only 50% juice.

T___ F___ 5. Preservatives keep food fresh longer.

T___ F___ 6. A product with ingredients listed: beef, potatoes, carrots, and water has more carrots than potatoes.

T___ F___ 7. Dextrose is a sweetener, like sugar.

T___ F___ 8. Flavorings and colorings are not additives.

LESSON PLAN USES OF MEDIA

Audiovisual materials may be used in a lesson in the same places that traditional print materials are being used. Consider the five following areas:

1. Media as INSTRUCTIONAL
    - To gain detailed information
    - To develop skills
    - To understand a subject
    - To change attitudes and values

2. Media as MOTIVATIONAL
    - To stimulate interest and enthusiasm
    - To suggest directions for further investigation

3. Media as ENRICHMENT
    - To raise more questions
    - To fill in information gaps
    - To supply related information

4. Media as REVIEW
    - To summarize a subject
    - To help students understand how they have changed

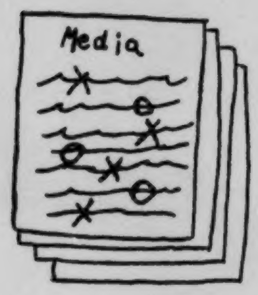
5. Media as Testing
    - To use audiovisual materials as a basis for performance assessment
    - Evaluate student's progress

SELECTION AND EVALUATION

Two audiovisual evaluations forms were developed for use in this project. These have been included so that anyone may use them to make more objective selections of audiovisual materials. The teacher evaluation form was prepared from a specific list of criteria; the student preview form is a simpler, easier version of the teacher form.

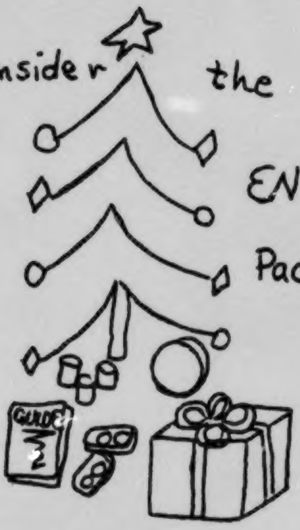
The selection criteria include instructional design considerations as well as content and technical considerations. Content criteria include accuracy, objectivity, relevancy and creativity; instructional design criteria are organization, cueing, repetition, participation and feedback; and technical considerations include visual and audio quality.

After evaluating an audiovisual not included in the existing resource guidebook, a summary page may be written and included. ----The page which follows emphasizes a few points to remember when using the form, Happy evaluating!

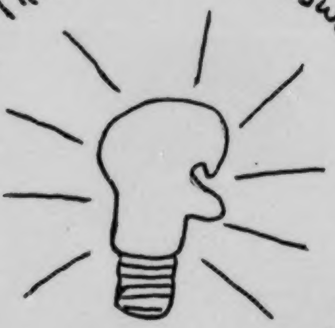


Be Overly
CRITICAL!

Consider the



ENTIRE
Package.



Clarify your Thinking by Answering all the Questions before
selecting an
Overall
Rating

THE EVALUATION FORM

Not a
straightjacket,
but a set of
GUIDELINES.

dna = does not apply

Type = 16mm or 8mm film,
sound filmstrip, recording,
video tape, transparency,
cassette

Write in

COMMENTS
COMMENTS
COMMENTS
COMMENTS

AUDIO VISUAL EVALUATION FORM

Title: ______________________________

Type: ______________ Copyright Date: ______________

Color ________ B/W ________ SD ________ SI ________

Length ______________ Cost ______________

Producer / Distributor: ______________________________

Series Title: ______________________________

Can the Title be purchased as an individual unit? ______________

What accompaning resource materials are available? ______________

CONTENT CONSIDERATIONS

Is the content accurate and valid according to present knowledge?

1	2	3	4	5	DNA
Very Accurate				Inaccurate	

COMMENTS:

Does the material avoid content which betrays prejudice, perpetuates sterotypes, or emphasizes misleading information?

1	2	3	4	5	DNA
Yes		Somewhat		No	

COMMENTS:

Are the examples and information relevent to the needs, interests or problems of adult?

1	2	3	4	5	DNA
Highly relevant				Irrelevant	

COMMENTS:

Is the material persented in a creative or interesting manner for adults?

1	2	3	4	5	DNA
Very Interesting				Uninteresting	

COMMENTS:

INSTRUCTIONAL DESIGN CONSIDERATIONS

Does the introduction organize the information that follows or preview the main points to be covered?

1 2 3 4 5 DNA

Highly organized — Lack of organization

COMMENTS:

Is there a variety of techniques that draw attention to specific point or sequence?

1 2 3 4 5 DNA

Great variety — No variety

COMMENTS:

Does the content provide for adequate repetition and review of material?

1 2 3 4 5 DNA

Very adequate — Inadequate

COMMENTS:

Are the techniques designed to create viewer involvement successful in providing for learner participation?

1 2 3 4 5 DNA

Highly successful — Unsuccessful

COMMENTS:

Is performance assessed so that learner progress can be evaluated?

1 2 3 4 5 DNA

Optimum assessment — Little assessment

COMMENTS:

TECHNICAL CONSIDERATIONS

Are the visual elements (e.g., photographs, illustrations) clear, attractive and appropriate to the content?

1	2	3	4	5	DNA
Yes		Somewhat		No	

COMMENTS:

Are the actors / actresses natural and believable?

1	2	3	4	5	DNA
Very natural				Unnatural	

COMMENTS:

Are the auditory components of adequate clarity and amplification?

1	2	3	4	5	DNA
Highly adequate				Inadequate	

COMMENTS:

ADDITIONAL CONSIDERATIONS

Can the material be used in large group ________, small group ________, or individual __________ settings?

What ABE levels is the material suited for? 0-4 5-8 9-12

Materials may be used as: Motivational____________ Instructional ____________

Enrichment ____________ Review ______________ Testing ______________

What APL / subject area does the material relate to? ______________________

OVERALL RATING

Excellent Very Good Good Fair Poor Unacceptable

Evaluated by: ______________________ Date: ______________________

Evaluation from developed for El-Tip-Wa Adult Learning Center Special Project

STUDENT PREVIEW FORM

Title: ____

Directions: Circle your answer and explain your choice under comments.

COMMENTS

Is this material easy for you to understand?
just right too easy too hard

Does the information seem to be true?
yes no

Does the material show prejudice?
yes somewhat no

Is the subject important to you or your adult friends?
yes somewhat no

Do you want to find our more about the subject?
yes somewhat no

Is this audiovisual exciting or interesting to you?
yes somewhat no

At the beginning, are the main ideas given?
yes somewhat no

Can you tell what the main ideas are?
yes somewhat no

Are the important points repeated?
yes somewhat no

As you are watching or listening
Do you have to answer questions or think about problems?
yes, a lot somewhat no, not at all

How much did you learn?
a lot some nothing

Are you able to see the pictures clearly and easily?
yes no

Are you able to understand and hear the words?
yes no

How do you rate this audiovisual?
excellent very good good fair poor

Your name: ____

Date: ____

EXPLANATION OF SUMMARY FORMAT

*TITLE of Audiovisual

SERIES: Title of series if applicable
Type of media, length, color or black and white, sound, cost, copyright date.
Producer, Distributor
Accompanying materials

EVALUATOR (S): Names of reviewers

SYNOPSIS OR TITLES OF A SERIES: A summary of the content and the production technique for each audiovisual program was written after viewing. The descriptions of those titles within a series that were not seen have been based upon the distributing company's descriptions.

APL OBJECTIVES: Those adult performance level objectives which might be fully or partially met by the content of the audiovisual (see following outline).

LEVELS: Adult student levels with which the audiovisual goals be used. (0-4, 5-8, 9-12)

GROUPINGS: Size of group with which the material could be used. (Individual, Small Group, Large Group)

LESSON PLAN USES: See "Lesson Plan Uses of Media" for a description of the five areas. (Instructional, Motivational, Enrichment, Review, Testing) see page.

EVALUATION BASED ON TITLE of the specific title evaluated within a series.

COMMENTS: The evaluators' opinions of the audio visual are summarized. An attempt has been made to comment on content, instructional design and technical quality considerations for each.

OVERALL RATING: (Excellent, Very Good, Good, Fair, Poor)

*Listed in Learning For Everyday Living

SAMPLE SUMMARY

CE-17

*TO YOUR CREDIT
16mm, 18 minutes, Color, Sound, $150.00, Free Loan, 1975
Produced by 9200 Film Center, Distributed by General Mills.
EVALUATOR: Kaye Beall
SYNOPSIS: Through the case histories from first use of credit to resolution of financial problem of three families with credit problems, the wise and responsible use of credit is explained. Learn how to use credit and know the six danger signals of over-extending one's credit. Dramatization and standard photography with narration.
APL OBJECTIVES: CE-17
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Small Group, Large Group
LESSON PLAN USES: Instructional, Review
COMMENTS: Accurately and effectively teaches the problems - financial, emotional, interpersonal - of over-using credit. Also resolves the problems realistically. Very informative, but not exciting.
OVERALL RATING: Very Good

The summaries themselves are arranged by adult performance objective as defined in Learning For Everyday Living, the curriculum guide. Please note the cross-references at the end of each objective which refers the viewer to titles that are located in another part of the summary section. The following outline provides a quick reference to the adult performance level objectives; the detailed objectives precede each main section. The subject index in the back of the guide correlates subject and objectives.

The aduiovisual materials reviewed for inclusion in this guidebook were evaluated either by the project coordinator or by a preview team. The preview teams consisted of two Adult Basic Education teachers, two adult basic education students, and a project staff member.

The names of the evaluators are included in each summary.

OUTLINE OF ADULT PERFORMANCE
LEVEL OBJECTIVES

CONSUMER ECONOMICS

1. Count Money
   Convert Money
2. Convert Weights and Measures
3. Sales and Income Tax
4. Money Management
5. Catalogs
6. Consumer Information
7. Cost Factors
8. Comparison Shopping
9. Packaging/cost of goods
10. Advertising/selling
11. Restaurant
12. Home Furnishings
13. Housing Needs
14. Car Buying and Maintenance
15. Care and Upkeep of Belongings
16. Banking
17. Credit
18. Insurance
19. Fraud
20. Use/resources
21. Mail and Package Delivery

OCCUPATIONAL KNOWLEDGE

1. Employment Information
2. Testing, Counseling
3. Job Categories
4. Employment Agencies
5. Applications and Interviews
6. Maintenance and Upgrading
7. Financial/legal
8. Working Conditions, etc.
9. Unemployment
10. Retirement

HEALTH

1. Safety and First Aid
2. Health Services
3. Pregnancy
4. Family Planning
5. Child Rearing
6. Adolescents
7. Health Factors
8. Group Interaction
9. Health Insurance
10. Diet/meals planning
11. Drug Control
12. Terminal illness and death

COMMUNITY RESOURCES

1. Community Services
2. Applying for Services
3. Recreational Services
4. Information
5. Library
6. Citizens Complaints
7. Transportation Signs
8. Schedules and Fares
9. Maps
10. Time Zones
11. Travel Reservations
12. Transportation Problems
13. Driving

GOVERNMENT AND LAW

1. Function of Government
2. Individual and Government
3. Individual and Law
4. Legal Documents
5. Government and Taxes

CONSUMER ECONOMICS

GOAL: To manage a family economy and to demonstrate an awareness of sound purchasing practices.

PERFORMANCE OBJECTIVES:

CE-1 To be able to count and convert currency.

CE-2 To be able to convert weights and measures using measurement tables and mathematical operations (including metric).

CE-3 To understand sales and income taxes and to complete the necessary forms.

CE-4 To become aware of proper money management principles and to make wise consumer decisions.

CE-5 To be able to use catalogs in selecting goods and services.

CE-6 To be able to use consumer information sources to select goods and services.

CE-7 To be aware of factors that affect costs of goods and services and to determine the most economical places to shop.

CE-8 To be aware of the principles of comparison shopping

CE-9 To know the various methods by which consumer goods are packaged and to know which methods are the best values (in terms of quality and storage) for personal needs.

CE-10 To be aware of advertising techniques and to recognize appropriate and inappropriate forms of selling and advertising.

CE-11 To know how to order food and how to tip in a restaurant.

CE-12 To be aware of different stores where home furnishings can be purchased and to determine the best buys for essential and luxury items based on individual needs and resources.

CE-13 To determine housing needs and to know how to obtain housing and utilities based on those needs.

CE-14 To know how to buy and maintain a car economically.

CE-15 To know basic procedures for the care and upkeep of personal possessions (home, furniture, car, clothing, etc.) and to be able to use resources relating to such care.

CE-16 To be familiar with media of exchange (money orders, checks, credit cards) and banking services in the community.

CE-17 To develop an understanding of credit systems and to determine personal use of them.

CE-18 To collect information concerning the types of insurance available and to be able to select the best insurance for the individual and the family.

CE-19 To recongize misleading and/or fraudulent product/service claims or tactics and to know the services and procedures available for consumer recourse.

CE-20 To be aware of an individual's rights and responsibilities regarding the consumption of world resources.

CE-21 To be aware of the variety of mail and package delivery services and to be able to use them.

COUNTING MONEY: COINS AND BILLS

SERIES: NUMBER CONCEPT SERIES

Sound Filmstrip, Color, Sound, $29.95, 1981
Produced and distributed by Media Materials, Inc.
Accompanied by Booklet/activity workbook.

EVALUATORS: Terry Abbott, Viola Baker, Barbara Bevelhimer, Julie Rife, Margaret Steinacker

SYNOPSIS: Number Concept Service teaches recognition of the five most commonly used coins and five most used bills (does not include $2.00). Each coin is described, front and back, and its equivalency shown in pennies. The one, five, ten, twenty and fifty dollar bills are described in detail so students can distinguish between the front and back of each. Equivalents for 5, 10 and 20 dollar bills are given using only one other bill. Artists drawings and standard photography with narration.

APL OBJECTIVES: CE-1

LEVELS: 0-4

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional

COMMENTS: Limited content. Of little interest to anyone who recognizes numbers 1-50, but useful to the person who cannot identify coins and bills. Teaches discrimination, not counting. Slow paced with student response frames. Information about presidents, buildings and seals may be interesting to some viewers. Teacher's guide with teaching sequence, activities and student response booklet add to usefulness of the audiovisual.

OVERALL RATING: Good

CE-1

SEE ALSO

CE- 7 Dollars And Sense

CE-2

GETTING ACQUAINTED WITH THE METRIC SYSTEM

Sound Filmstrip, Color, Sound, $22.50, 1974
Produced and distributed by Outdoor Pictures
Accompanied by Narration script.

EVALUATOR: Kaye Beall

SYNOPSIS: Part 1 - WHAT'S IT ALL ABOUT? - A history of the U.S. measurement system, an illogical system. Defines the inch, foot, yard, rod, mile and hands. The logical metric system based on decimal units is compared to the U.S. measurements.

Part 2 - METRIC BASICS - Defines the metric prefixes and measurement units. Gives the U.S. equivalents for the metric units of length, volume and weight. Photographs, drawings and graphics with narration.

APL OBJECTIVES: CE-2

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Enrichment, Review

COMMENTS: Compares the U.S. and metric measurement systems instead of just defining the metric system. A Simple introduction. Repeats the metric prefixes and U.S. equivalents several times. The pictures clearly and simply illustrate the content idea.

OVERALL RATING:

CE-2

THE METRIC SYSTEM

34 Transparencies, B/W, Set $60.50, Each $1.82, 1975
Produced and distributed by United Transparencies, Inc.
Accompanied by Teacher's guide.

EVALUATOR: Kaye Beall

SYNOPSIS: Lists and calculates the measurement units used in the modernized metric system: meter, liter, gram. Emphasizes the divisions and multiples used. Line drawings and words.

APL OBJECTIVES: CE-2

LEVELS: 0-4, 5-8

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Instructional, Review

COMMENTS: Compares the English and metric units. Uses everyday examples which are more relevant to children, e.g., basketball player. Viewers do not become involved in problem solving. Visuals are ineffectual as they are primarily printed words.

OVERALL RATING: Fair

CE-2

THE METRIC SONG

Sound Filmstrip, Approximately 5 minutes, Color, Sound, $10.00, Free Loan, 1981. Produced and distributed by J.C. Penny Company, Inc. Accompanied by Script.

EVALUATORS: Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

TITLES: The catchy tune and humorous lyrics of "The Metric Song" are designed to teach the language of the metric system. Teaches that the metric system is based on ten. Examples of measurements are given using everyday examples eg., "A doorknob is usually a meter high
To make it easy to open and close,
And ten centimeters would be the size
of Cyrano DeBergerac's nose."

APL OBJECTIVES: CE-2

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Motivational, Enrichment

COMMENTS: The language is too briefly and quickly presented for the student to gain much knowledge of the metric system except that it is based on ten. The teachers and student did not feel that this subject was relevant to the needs of the P1 sutdent. Very good technical quality. Highly creative and humorous production. Does not review information on metric names.

OVERALL RATING: Fair

CE-2

*MEASURE FOR MEASURE

Videocassette, 20 minutes, Color, Sound, $120.00
Produced and distributed by Maryland Center for Public Broadcasting

EVALUATOR: Kaye Beall

SYNOPSIS: Stranded in the desert with a rich man, the young woman tired from a long trek to the nearest town remarks, "I'd walk a kilometer for a camel." The metric measures (gram, meter, liter, kilometer, Celsius square meter, hectare, centimeter,etc.) are defined and illustrated in short, one minute situation comedies. Dramatizations.

APL OBJECTIVES: CE-2

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES Motivational, Enrichment

COMMENTS: Each short scene could be used to introduce a lesson on a specific metric measure. The entertaining style and catchy phrases might catch the student's fancy and help him/her remember the metric basics. Excellent technical quality and acting.

OVERALL RATING: Very Good

REAL WORLD MEASUREMENT

SERIES: LIFESKILLS

4 Sound Filmstrips, 40:30 minutes, Color, Sound, Series $135.00, 1979
Produced and distributed by Society for Visual Education, Inc.
Accompanied by Teacher's manual, skill extenders and word problems.

EVALUATOR: Kaye Beall

TITLES: #1 LINEAR MEASUREMENT - Begins by giving many examples of linear measurement, metric and U.S., while defining the concept. One metre is about the length of a shovel handle. The relationships between units of each system are developed. The simplicity of the metric system is emphasized. Explains perimeter and circumference.

#2 FINDING AREA - The amount of energy gathered and transformed into heat by a bank of solar energy collectors depends upon their area. Area is defined by a succession of different examples. The formulas for finding the areas of a square, a rectangle, a triangle and a circle are developed and used.

#3 VOLUME AND CAPACITY - Aesop's fable about the crow and the pitcher introduces the concepts of volume and capacity. Using cylinders, measuring cups, and a one-litre cube, the equivalent units of capacity within the U.S. and metric systems are taught. The formula for finding the volume of a rectangular prism is developed and exemplified by finding the carrying space of a van and of a trailer.

#4 MASS (WEIGHT) AND TEMPERATURE - Most items sold in a fruit and vegetable market are marked by weight. The kilogram is a unit of mass in the metric system. The conversions of weight or mass measurements are taught. Temperature measurements on Celsius and Fahrenheit scales are explored. Standard photography with narration.

APL OBJECTIVES: CE-2

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional

EVALUATION BASED ON LINEAR MEASUREMENT

COMMENTS: No equivalents between systems are given. Example problems are solved step-by-step on the screen. Very good instructional design including follow-up math exercises and problems.

OVERALL RATING: Very Good

CE-2

SI: SURVEY OF MODERNIZED METRIC

Sound Filmstrip, 16:57 minutes, Color, Sound, $30.00, 1976
Produced and distributed by Library Filmstrip Center

EVALUATOR: Kaye Beall

SYNOPSIS: Begins with a brief history of the metric system, SI and lists the advantages of using it. The seven base units are defined and exemplified: length - metre, mass - kilogram, temperature - Kelvin, time - second, electric current - ampere, luninous intensity - can della and amount of a substance — mole. Colored drawings with narration.

APL OBJECTIVES: CE-2

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Motivational, Enrichment, Review

COMMENTS: Verbal and pictorial cues emphasize basic points. Needs to be more repetitive and less technical. Carefully avoids mentioning English equivalents. Drawings are overly simple.

OVERALL RATING: Good

CE-2

HOMETRICS

Models/Textbook, $14.95, 1977. Produced by Enrich, Inc.
Distributed by Westinghouse Learning Corporation.
Accompanied by 4 posters.

EVALUATORS: Diane Alderfer, Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

SYNOPSIS: Teaches the metric system through household examples, applications and activities. A few of the topics covered are: Kitchen utensils, oven temperatures, recipes, food packaging and labels, dietary requirements, body and clothing sizes, room dimensions and map reading. Models include 150 cm tape measure, liquid measure, set of 5 small measures, set of 3 large measures and a Celsius thermometer.

APL OBJECTIVES: CE-2, 9, 12, 15 H-10 CR-3, 9

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Motivational, Enrichment

COMMENTS: This is a very good resource tool for the teacher as it is comprehensive and practical. Provides for "hands on " experience. Students would not be able to use the textbook by themselves. Creative, colorful posters.

OVERALL RATING: Good

MEASURING TO THE NEAREST ¼ INCH

Cassette/Workbook, 40 minutes, Sound, $12.95, 1976
Produced and distributed by Media Materials, Inc.
Accompanied by Guide and posttest.

EVALUATOR: Kaye Beall

SYNOPSIS: Miss Walton, an interior designer, must measure rooms and windows for her job. The learner practces measuring various objects to the nearest inch, ½ inch, and ¼ inch.

APL OBJECTIVES: CE-2

LEVELS: 0-4

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Review

COMMENTS: Very good for teaching simple measurement. Includes many exercises for practice. For lowest level students.

OVERALL RATING: Good

CE-2

SEE ALSO

CE-10	Ways To Shop
CE-20	Managing On Your Own
CR- 9	Basic Math Skills For Everyday Life Math For Everyday Living

MATHEMATICS FOR TAXES

SERIES: MATHEMATICS FOR SURVIVAL SKILLS
Cassette/Spirit master Workbook, Sound, $14.95
Produced and distributed by Media Materials, Inc.

EVALUATORS: Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

TITLES: Presented in eight units; content teaches basic mathematics skills as various types of taxes are defined and figured:

#1 TAXES AND MATHEMATICS - A review of the mathematics needed to solve the problems.
#2 SALES TAX - Using a sales taxtable, filling out a sales slip, and figuring the sales tax on used cars.
#3 FEDERAL EXCISE TAX - How to figure tax using percentages, finding gasoline tax.
#4 REAL PROPERTY TAX - Finding the assessed value and real property tax, comparing tax rates, and figuring the real estate tax.
#5 SOCIAL SECURITY TAX AND PAYROLL DEDUCTION - The FICA, figuring the social security deduction and take-home pay.
#6 FEDERAL INCOME TAX-STANDARD DEDUCTION - Reviews vocabulary for filling out the income tax forms, finding adjusted gross income, reading the tax liability tables.
#7 FEDERAL INCOME TAX-ITEMIZING DEDUCTIONS - Itemizing and finding deduction, figuring taxable income, using the schedules, figuring refunds and balance due.
#8 OTHER KINDS OF TAXES-PERSONAL PROPERTY AND ESTATE - Figuring personal property and estate lures.

APL OBJECTIVES: CE-3 G&L-5
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group
LESSON PLAN USES: Instructional, Enrichment, Review, Testing
EVALUATION BASED ON SALES TAX

COMMENTS: Excellent information provided on highly relevant subject. Presents many problems for solving. User takes a pretest and posttest. Very good instructional design allowing for individual use by students, Students must have mathematical skills in fractions, decimals and percentages before using most sections.

OVERALL RATING: Very Good

CE-3

SEE ALSO

CE- 7	Dollars And Sense
CE-18	Personal Finance: You And Your Money
OK- 7	The Paycheck Puzzle
G&L- 4	Forms In Your Future
G&L- 5	Taxes

BUDGETING YOUR MONEY

SERIES: LIFESKILLS

4 Sound Filmstrips, 43:05 minutes, Color, Sound, Series $135.00, 1978
Produced and distributed by Society for Visual Education, Inc.
Accompanied by Teacher's manual with script and skill extenders.

EVALUATOR: Kaye Beall

TITLES: #1 WHY BUDGET? - Budgeting is a means of goal-directed money management. Spending money involves making choices. With advance planning through an understanding one's financial resources real needs and goals one can make wise choices. The basic steps of budgeting are briefly outlined.

#2 PLANNING A BUDGET - A young family, the DeGrazias, take three steps in planning their first budget: (1) identify the goals and objectives the budget will achieve (2) estimate income and, (3) plan the use of income to meet basic needs and achieve goals. Emphasizes the importance of a regular savings plan and emergency fund.

#3 LIVING WITH A BUDGET - A young working woman emphasizes the importance of record-keeping. A simple, two column format allows for the comparison of the amount budgeted and the amount actually spent. Large discrepancies signal a budget revision or a change in spending habits. She also uses sales, comparison shopping, credit, consumer information sources and protections agencies to her advantage.

#4 REVISING A BUDGET - A change in income, needs and goals signals a budget change. Beware of impulse buying and consider major purchases carefully. Examines the impact of a financial crisis such as loss of a job, illness or death. Finally, the benefits of budgeting are summarized. Standard photography with narration.

APL OBJECTIVES: CE-4

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review, Testing

EVALUATION BASED ON LIVING WITH A BUDGET

COMMENTS: The basic, detailed introduction to budgeting is re-emphasized by the problems and examples found in the skill extenders. The budget charts on the filmstrip clearly draw attention to the main points. Level 0-4 students will require assistance in completing worksheets.

OVERALL RATING: Very Good

BUY IT YOURSELF: A BASIC GUIDE FOR CONSUMERS

3 Sound Filmstrips, 34:35 minutes, Color, Sound, Series $66.00, 1981
Produced by Ed Dahlin. Distributed by Educational Enrichment Materials
Accompanied by Teacher's guide.

EVALUATOR: Kaye Beall

TITLES: #1 PURCHASING PRIORITIES AND PAYMENTS - Making decisions on how to manage money is an important part of being an effective consumer. A budget is based on estimations of income and expenditures, allowing one to make only necessary and wise purchases. Types of savings, checking accounts and credit plans are explained.

#2 ADVERTISING AND RETAIL SHOPPING - Deciding what, when and where to buy and how much you can afford to spend are part of being an effective consumer. Getting the most for your money involves gathering information from advertising, friends, testing organizations, the Chamber of Commerce, Better Business Bureau, labels and any guarantees. Emphasizes comparison shopping, taking advantage of sales and buying used goods.

#3 CONSUMER RIGHTS AND LEGAL RECOURSE - Consumer protection is the safe guarding of the consumer from inferior or dangerous products or services and unfair selling practices. There are government agencies, laws and private consumer associations which handle consumer complaints. If an individual has a complaint or a problem, there are a series of steps that can be taken, from contacting the seller to seeking legal redress. Standard photography with narration.

APL OBJECTIVES: CE-4, 6, 8, 10, 16, 17, 19 G&L-2

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review

EVALUATION BASED ON PURCHASING PRIORITIES AND PAYMENTS

COMMENTS: Presented as a lecture for high school students, this sound filmstrip very briefly, but adequately, covers the many topics related to purchasing goods and managing money. Defines vocabulary well and provides discussion and review questions. Very quickly narrated.

OVERALL RATING: Good

CHOICES AND DECISIONS: BECOMING A WISE CONSUMER

4 Sound Filmstrips, Approximately 60 minutes, Color, Sound, 1977
Produced by Ed Dahlin, Inc. Distributed by American Council of Life Insurance/Health Insurance Institute.

EVALUATOR: Kaye Beall

TITLES: #1 BUDGETING: LEARNING TO PLAN
#2 BUYING: SPENDING RESOURCES WISELY
#3 PROTECTING: USING LIFE AND HEALTH INSURANCE
#4 ADAPTING: COPING WITH CHANGE

APL OBJECTIVES: CE-4, 6, 7, 8, 17, 18

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional

EVALUATION BASED ON BUDGETING: LEARNING TO PLAN

SYNOPSIS: Mike and Jean, a young couple, are in financial trouble. The car must be fixed and they are already over their budget by $170.00. Mike and Jean must look at their budget so as to reflect their real needs, instead of spending money for luxuries. Communication is an important factor. They list fixed and flexible expenses. These are compared to income. Changes are made. Standard photography with narration and dialogue.

COMMENTS: Very good instructional design including charts and discussion breaks. The lifestyle used as an example is upper-middle class; poodle is groomed, ceramics hobby. Figures are out-dated due to inflation. Visuals include too many pictures of Mike and Jean talking.

OVERALL RATING: Good

HOW TO PLAN A BUDGET

Sound Filmstrip, Approximately 10 minutes, Color, Sound, $30.00
Produced and distributed by McIntyre Porductions, Inc.

EVALUATORS: Terry Abbott, Viola Baker, Barbara Bevelhimer, Julie Rife, Margaret Steinacker

SYNOPSIS: A young college couple with part-time jobs decide how they will spend their combined incomes of $80.00. A narrator defines fixed expenses and variable expenses and discusses how each must be considered when planning a budget. Several suggestions for reducing variable expenses are offered; entertain at home, make furniture, sew and mend clothes, do simple repairs and purchase items out of season. It is important to set short term and long term goals and to include a savings plan in the budget so they may be reached. Standard photography with narration.

APL OBJECTIVES: CE-4, 12, 13

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Motivational

COMMENTS: Less than half the time deals directly with planning a budget; the remainder urges the viewer to look for a simple way of life, saving money by doing many things himself. The narration is hurried and presents the content at a very general level. The example of college students budgeting may be difficult for basic students to identify with. No opportunity is given for viewer involvement or for assessment of progress. Main ideas of budgeting, saving and setting goals are easy to recongize.

OVERALL RATING: Good

CE-4

BUDGETING

Sound Filmstrip, Approximately 15 minutes, Color, Sound, $28.00, 1981
Produced and distributed by Educational Design, Inc.
Accompanied by Teacher's guide.

EVALUATOR: Kaye Beall

SYNOPSIS: Suddenly, the oil wells dry up and Mr. Holliston, an oil tycoon, has only $10,000 a year to live on. Miss Beemish, his accountant, recommends a budget and then leads Mr. Holliston step-by-step through the budgeting process: establishing values and goals, estimating expenses, comparing expenses and income, and making the budget work. Cartoon.

APL OBJECTIVES: CE-4

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational

COMMENTS: Very entertaining while getting the basics of budgeting taught thoroughly. Viewers, through follow-up activities, design their own budgets. The main ideas are seen on the screen and repeated several times.

OVERALL RATING: Very Good

LIVING ON YOUR OWN
SERIES: LIFESKILLS
10 Sound Filmstrips, 82:30 minutes, Color, Sound, Series $240.00, 1977
Produced and distributed by Walt Disney Educational Media Corporation
Accompanied by Teacher's guide.

EVALUATORS: Kaye Beall, Barbara Bevelhimer

TITLES:

#1 STARTING A BUDGET - Rick is shocked that one-third of his earnings are withheld when he receives his first paycheck from the record store. He proceeds to spend all his money. With the assistance of an "off-screen" companion, Rick learns how to budget.

#2 BUYING A CAR - Sharon must replace her car in a hurry as it has broken down four times in a month. In her anxious state Sharon charges ahead without considering the information needed to make a decision. The "companion" helps her make a sound decision based on her budget and the quality of a used car.

#3 RENTING AN APARTMENT - Carlos realizes that its time for him to move into his own apartment. While searching he learns about want ads, apartment managers, reasonable rent expenditures and other household expenses, record keeping and leases.

#4 OPENING A SAVINGS ACCOUNT - George is about to drop his weekly savings in the cookie jar when the "companion" advises him to open a savings account instead. George learns about insured savings, interests, different banks, savings and loan organizations, and credit unions, and various savings options and their benefits.

#5 OPENING A CHECKING ACCOUNT - Mary learns a hard lesson when a cash payment is lost in the mail. Mary opens a checking account at the New Accounts Desk - and learns how to fill out checks and deposit slips and how to use the checkbook ledger.

#6 MAKING A MAJOR PURCHASE - Donna urgently needs a new stereo. In her haste she falls prey to a hard-sell salesperson. With the "companion's" help, she learns the steps to comparison shopping and research.

#7 BUYING ON CREDIT - Jesse buys a new suit on credit. At the clothing store he learns the requirements for opening charge accounts, fills out the application and accepts the credit card. He learns about credit limits, monthly payments, finance charges and billing errors.

#8 SHOPPING FOR FOOD - Ben has decided to cook a chicken dinner for Denise. The "companion" points out newspaper advertisements and coupons, unit pricing, processed foods and label reading.

#9 PLANNING FOR HEALTH CARE - Sophia is taken ill with a sudden bug. The "companion" interrupts her as she begins to take 4 pills instead of 2. He describes personal health responsibilities and shows Sophia where she can seek help for a medical emergency. The best precaution is "preparation" in a medical crisis.

#10 CONSUMER AND CITIZENSHIP RESPONSIBILITY - Shelley has complaints regarding a bedspread and a car repair. She learns how to file an honest complaint and how local consumer affairs organizations can help. Dramatization.

APL OBJECTIVES: CE-4, 6, 8, 9, 13, 14, 16, 17, 19 OK-7 H-2
LEVELS: 0-4, 5-8
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment
EVALUATION BASED ON STARTING A BUDGET
COMMENTS: The naive over dramatizations lack sufficient detailed information. Pictures single young adults. Poor instructional design.
OVERALL RATING: Fair

***MONEY MANAGEMENT**

Kit, $125.00 with 20 Students Textbooks, 1982
Produced and distributed by EMC Corporation. Accompanied by Teacher's guide and textbook.

EVALUATORS: Diane Alderfer, Kaye Beall, Carole Podwell, Connie Snyder Rosalie Tressler

SYNOPSIS: The four units of this kit are:

- #1 SPENDING - Evaluation of spending habits and the principles of wise buying as taught through bulletin board activities, readings, role playing and learning projects.
- #2 SAVING - Examines the principles of savings and savings institutions through visual aids, readings and projects.
- #3 BUDGETING - Role playing, student projects, readings, sample budgets and "Budgeting Game" teach the step-by-step basics of budgeting.
- #4 BORROWING - All aspects of credit use are presented by worksheet, lecture, readings and a taped interview with the Consumer Counseling Service of Minnesota.

APL OBJECTIVES: CE-4, 6, 7, 8, 10, 12, 16, 17
LEVELS: 5-8, 9-12
GROUPINGS: Individual, Small Group
LESSON PLAN USES: Instructional, Enrichment
COMMENTS: Role playing, game and other project activities are excellent but require high level mathematical and problem-solving skills. An interesting and active approach to a difficult subject. Student textbook uses teen examples. Cassette tape interviewer is obviously non-professional.
OVERALL RATING: Good

CE-4

***BUDGETING SERIES**

5 Sound Filmstrips, 25 minutes, Color, Sound, $104.95, 1975
Produced and distributed by Interpretive Education. Accompanied by Discussion guide and suggestions for activities. Also workbook.

EVALUATOR: Kaye Beall

SYNOPSIS:

- #1 INTRODUCTION TO BUDGETING - The definition of budgeting.
- #2 WHY BUDGETING - The reasons for budgeting.
- #3 HOW TO BUDGET - Lists one's income and expenses so that goals for spending can be set in order to identify where money is being wasted.
- #4 WHAT ARE EXPENSES - Explains fixed and flexible expenses.
- #5 BUDGET HELPS - Ways to save money. Standard photography with narration.

APL OBJECTIVES: CE-4, 16 CR-13
LEVELS: 0-4
GROUPINGS: Individual, Small Group
LESSON PLAN USES: Instructional
COMMENTS: Very slow and too much repetition with a controlled vocabulary. Assumes that the viewer will live in an apartment. Apartment rent figures are out-dated.
OVERALL RATING: Good

CE-4

SEE ALSO

CE- 6	Health: Decisions For Growth
CE- 7	Dollars And Sense
CE- 8	"Let The Buyer Beware"
	Consumer Education: Buying Right
	Consumer At Large
CE-10	The Selling Game
CE-16	All About Banking
	Money Management
CE-18	Personal Finance: You And Your Money
OK- 5	Practical Job Skills
OK- 6	Succeeding In The World Of Work
OK- 7	The Paycheck Puzzle
OK-10	Financial Planning And Management
	Personal Finance
H- 4	The Economics Of Parenthood
H- 8	Common Problems And Opportunities
	Managing The Family's Affairs
H-10	Money Management Filmstrip Library
CR- 9	Basic Math Skills For Everyday Life
	Math For Everyday Living

BUYING SIGHT UNSEEN
SERIES: LIFESKILLS

4 Sound Filmstrips, 45:04 minutes, Color, Sound, Series $135.00, 1981
Produced and distributed by Society for Visual Education, Inc.
Accompanied by Teacher's manual with script and skill extenders.

EVALUATORS: Diane Alderfer, Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

TITLES: #1 ADVERTISING AND MAIL ORDER - Discusses standard advertising practices in relation to mail order shpping. Compares the factual approach to emotional appeal. List various advertising techniques. Illustrates deceptive advertising policies and gives examples of good and bad mail order advertisements.

#2 SHOPPING BY MAIL - Demonstrates the advantages of using mail order firms as a means of buying products. Explains the procedure for checking the reputation of a mail-order firm, the guidelines for buying, the Federal Trade Commission and how to make complaints.

#3 PLACING YOUR ORDER - Elaine wants to buy T-shirts for her nephews and niece; she places an order through the mail. A clown pantomines and explains return policies and warranties. A step-by-step explanation of the order form is followed using Elaine's order as an example.

#4 FRAUD AND MAIL ORDER - Explains the common types of mail order fraud concentrating on insurance slaes, charities and correspondence schools. Demonstrates the techniques of door-to-door salesman. Explains what to do if the victim of fraud and the role of U.S. Postal Service in investigating mail order fraud. The best protection against fraud is informed shopping. Standard photography with narration.

APL OBJECTIVES: CE-5, 6, 10, 19
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Samll Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment, Review, Testing
EVALUATION BASED ON PLACING YOUR ORDRE

COMMENTS: Order forms are simplified so need to be followed with use of actual forms. The low level students can not read the warranties flashed on the screen, but can get the basic idea. This subject allows little room for creativity, but the clown pantomiming catches much interest. Excellent skill extenders allow for viewer participation and testing. Very clear and attractive visuals as the printed words are white on black and the standard shots express much emotion.

OVERALL RATING: Very Good

CE-5

SEE ALSO

CE- 8 Consumer Education: Buying Right Shopping Mathematics

CE-10 Ways To Shop

G&L- 4 Forms In Your Future

HEALTH: DECISIONS FOR GROWTH

2 Sound Filmstrips, 24 minutes, Color, Sound, Series $60.00, 1978
Produced and distributed by Harcourt Brace Jovanovich, Inc.
Accompanied by Teacher's guide and script.

EVALUATORS: Diane Alderfer, Kaye Beall, Barbara Bevelhimer, Carole Podwell, Connie Snyder, Rosalie Tressler

TITLES: #1 HEALTH CONSUMERISM - Most foods we buy today contain additives which may make the product safe or unsafe. We should read the label and learn what the additives are before buying a food product. There are a multitude of cosmetics and nonperscription medicine on the shelves. The wise consumer considers the necessity of the product, uses consumer information sources and reads the instructions and warnings.

#2 MIND BODY EXERCISES - Several people in various forms of exercise explain how exercise helps the whole person. The body and mind are one and make up the whole person. Exercise helps people work off tension. As modern living does not provide opportunities for adequate exercise, we have to make an effort to get enough exercise.

APL OBJECTIVES: CE-4, 6, 8, 10 H-7, 11 CR-1

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment, Review

EVALUATION BASED ON HEALTH CONSUMERISM

COMMENTS: Exciting, brief introduction to health consumerism. The many people and products used as examples hold the viewer's attention. Introducing the information with the car examples is confusing. A few examples are teenage products, e.g., acne medicine. Excellent teacher's guide with suggestions for activities before and after viewing. It also builds in repetition and learner participation. The pictured labels are small and difficult to read. The voice echo is distracting to some people.

OVERALL RATING: Very Good

CE-6

*SPENDING YOUR FOOD DOLLARS

SERIES: THE NEW INDEPENDENT LIVING SERIES
Sound Filmstrip, 18 minutes, Color, Sound, $35.00, 1981
Produced and distributed by Maclean Hunter Learning Resources
Accompanied by Educator's guide.

EVALUATOR: Kaye Beall

SYNOPSIS: A group of friends gather in a home to share tips on buying food. These include reading the advertisements, comparing prices, how to buy fruits and vegetables, comparing grades, unit pricing, coupons, nutrition and ingredient labels, drained weight and food coops. Standard photography with discussion.

APL OBJECTIVES: CE-6, 7, 8, 9

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Motivational, Enrichment, Review

COMMENTS: The group discussion approach was fascinating. The viewer is in the middle of the room. Shots of labels and fruit draw attention to points being discussed. Worksheets are provided as a teaching tool. The main points are summarized.

OVERALL RATING: Very Good

CE-6

*THE MARKETPLACE

Kit, $105.00 with 20 Textbooks, 1982. Produced and distributed by EMC Corporation. Accompanied by Teacher's guide and textbook.

EVALUATOR: Kaye Beall

SYNOPSIS: The textbook is supported by ideas for bulletin boards, projects, visuals, a "game", cassette tape, role plays and other activities found in the kit. The three topics covered are: How To Use Advertising - the forms and functions of advertisements; Avoiding Gyps and Frauds - situations involving fraudulent products and salesman - consumer redress steps; Safeguards For Shoppers - guarantees, warranties, labels, tags and instructions.

APL OBJECTIVES: CE-6, 7, 8, 10, 12, 14, 19

LEVELS: 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Review

COMMENTS: Written to and for teenagers. The many varied activities provide for complete coverage of the subject, much repetition and learner involvement. Reading materials and game are too difficult for low-level students.

OVERALL RATING: Fair

SURVIVAL READING

SERIES: LIFESKILLS

4 Sound Filmstrips, 50:05 minutes, Color, Sound, Series $135.00, 1981
Produced and distributed by Society for Visual Education, Inc.
Accompanied by Teacher's manual and skill extenders.

EVALUATOR: Kaye Beall

TITLES: #1 GETTING THE MAIN IDEA - Shows how everyday concerns often call for careful reading for purpose, main idea, relevant information and conclusions. Christie Taylor reads a newspaper advertisement for a stereo receiver. She also reads the warranty and purchase contract on the stereo to help her decide whether to buy it or not. Christie figures out the writer's implied conclusion about a new diet in a magazine.

#2 FACTS AND OPINIONS - Lisa Calgari shops for a moped. As Lisa reads several advertisements and consumer magazines, she decides which statements are fact and opinion. Lisa quickly finds the important facts in a newspaper article by using the five W's: who, what, when, where and why.

#3 UNDERSTANDING DIRECTIONS - Ron and Ray, partners in a lawn care business, show how careful reading and understanding of written directions make good business sense. They assemble a wheelbarrow, mix some bug spray, and adjust the fertilizer spreader by using the graphic and written directions.

#4 CONTEXT AND CUE WORDS - Ron and Ray, in reading and understanding an insurance policy, see how important it is to find the meaning of an unfamiliar word. They look for familiar component words, use the dictionary, and look for meaning in the context to find the meaning. Christie Taylor deals with unfamiliar words in the purchase contract for her new stereo in the same manner. Lisa watches for persuasive words as she reads an advertising brochure for a moped. Standard photography with narration.

APL OBJECTIVES: CE-6, 10, 18 CR-4 G&L-4
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional
EVALUATION BASED ON FACTS AND OPINIONS
COMMENTS: Excellent instructional design and technical quality. Uses high school students and examples for teaching the reading skills.
OVERALL RATING: Very Good

UNDERSTANDING LABELS AND WARRANTIES

SERIES: CONSUMER SKILLS: BUY WISE

2 Sound Filmstrips, 31 minutes, Color, Sound, Series $79.50, 1977
Produced and distributed by Guidance Associates
Accompanied by Discussion guide with script.

EVALUATOR: Kaye Beall

TITLES: #1 LABELS - Three teenagers examine clothing labels for the fiber content and care. A young black couple list the information which can be found on food labels. A young man fixing up his room, learns about instructions and warnings found on paint containers. Two girls, shopping for cosmetics discuss these labels and the government regulations.

#2 WARRANTIES - A series of vignettes are used to spell out the differences between full and limited warranties, to discuss the effect of recent federal warranty laws and to emphasize the importance of comparing warranties. Examines how consumers can exercise their rights when they are dissatisfied with a product under warranty. Dramatizations.

APL OBJECTIVES: CE-6, 9, 15 G&L-3

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review

EVALUATION BASED ON LABELS

COMMENTS: The federal legislation may have changed since 1977 concerning labeling. The actors and actresses are teenagers or young adults. Visuals, sound and teaching design are very good. The labels pictured are clear and easy to read.

OVERALL RATING: Very Good

CE-6

SEE ALSO

CE- 4	Money Management Living On Your Own Buy It Yourself: A Basic Guide For Consumers Choices And Decisions: Becoming A Wise Consumer
CE- 5	Buying Sight Unseen
CE- 7	Concerning Young Consumers Consumer Awareness: Supply, Demand, Competition And Prices
CE- 8	Consumer Education: Buying Right Informed Consumer How To Dress Well Economically Consumer At Large Shopping Mathematics "Let The Buyer Beware"
CE- 9	Shopping Wisely: Food, Clothing, Credit Label Literacy: How To Read Food Packaging
CE-10	Ways to Shop
CE-12	Consumer's World - It's Your Decision
CE-15	Basic Living Skills: Consumerism
CE-20	Managing On Your Own
H- 8	Managing The Family's Affairs
H-10	Money Management Filmstrip Library

CONCERNING YOUNG CONSUMERS

6 Sound Filmstrips, Color, Sound, Series $138.00, 1979
Produced and distributed by Educational Design, Inc.
Accompanied by Teacher's guide.

EVALUATOR: Kaye Beall

TITLES:

#1 WHAT'S BEHIND THE PRICE TAG? - A school club is holding a toy bazaar to earn money. Their advisor suggests that they visit a toy factory and a retail store to learn about pricing a product. They discover that these factors influence the price of a product: cost of manufacturing and distributing the product, quantity sold, relation of supply and demand, and competiton. From their new knowledge the students figure their own selling prices.

#2 ARE YOU GETTING THE MESSAGE? - Advertisements are the major source of product information for consumers. Most advertisements use a variety of subtle selling techniques to create a desire to buy a product while explaining how a product can satisfy a need.

#3 DOES SHOPPING MEAN BUYING? - Shopping means looking for good quality at a fair price before buying. Basic rules for smart shopping include reading advertisements to learn about sales, reading unit pricing information, comparing prices for different brands and different stores and avoiding impulse buying.

#4 HOW DO YOU PAY FOR IT? - Budgeting is an important tool in planning cash and credit purchases. Explains the basis for extending credit, the mechanics of credit buying and the considerations a buyer should make before buying on credit.

#5 DO CONSUMERS HAVE RIGHTS? - As consumers have the right to expect fair and honest trade practices, laws and government agencies exist to protect the consumer. The steps the consumer can take to ensure his rights are described.

#6 WHEN DOES VALUE END? - The value of a product is ultimately determined by use or misuse of the item. A consumer can extend the value of a product by repair, inventive use, and attentive care. Standard photography with narration.

APL OBJECTIVES: CE-6, 7, 8, 9, 10, 17, 19
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Review
EVALUATION BASED ON WHAT'S BEHIND THE PRICE TAG?

COMMENTS: The teenage actors and projects presented through the lecture narrative make an unattractive presentation for the adult. The information and detail presented are excellent and clearly simple. Photographs are light and poor. Very good instructional design.

OVERALL RATING: Fair

CONSUMER AWARENESS: SUPPLY, DEMAND, COMPETITION AND PRICES

SERIES: CONSUMER EDUCATION SERIES

Sound Filmstrip, 11 minutes, Color, Sound, $29.00, 1981
Produced by Butterick Publishing. Distributed by MacLean Hunter Learning Resources.

EVALUATORS: Diane Alderfer, Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

SYNOPSIS: In the marketplace (U.S.) economy, demand, supply and competition affect the quality and price of goods. Cartoon-dialogue situations depict these 3 factors. Two boys discover that the demand for old records does not exist. Christmas trees will not sell the first of November unless the price is low. Ballgame venders can only sell 35¢ Hot Dogs for 50¢ if they are garnished with chili or sauerkraut. Standard photography with narration.

APL OBJECTIVES: CE-6, 7, 8

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review

COMMENTS: The contrast between the cartoons and real people simply and logically portrays the relationship between supply, demand and competition. Discussion breaks provided are a good teaching technique. Worksheets are too difficult for the lower level student, but they are very good and would be used for discussion. Principles are creatively illustrated by the cartoon sections.

OVERALL RATING: Very Good

CE-7

*DOLLARS AND SENSE

6 Sound Filmstrips, Approximately 60 minutes, Color, Sound, Series $108.00 Each $18.00, 1971. Produced by Educational Direction, Inc. Distributed by Troll. Accompanied by a Summary and suggested activities.

EVALUATOR: Kaye Beall

TITLES:
#1 HOW MONEY GOES ROUND AND ROUND - The circulation of money as wages are spent to buy goods, added to savings and used to pay taxes; and stores, banks and the government in turn use the money in different ways.
#2 DIFFERENT KINDS OF MONEY - The mediums of exchange in the past and now - from wampum and cowrie shells to checks, credit and bills or coins.
#3 HOW MONEY IS MADE - The factors which businessmen consider in pricing their goods.
#4 HOW WE BORROW MONEY - The money that a bank lends to its borrowers individuals or business - is borrowed in the form of savings deposits and loans from larger banks.
#5 HOW A BUDGET WORKS - The job of a budget whether it is for a family or a governnment is to balance income and expenses.
#6 HOW TAXES WORK - Lists the many kinds of taxes levied by local, state and federal governments. Depicts the services performed in return for these taxes.

AF[illegible]BJECTIVES: CE-1, 3, 4, 7, 16, 17 G&L-5

LEVELS: 0-4, 5-8

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment

EVALUATION BASED ON HOW MONEY IS MADE

SYNOPSIS: A television store and a lemonade stand provide the examples in pricing products. The price of a product must be high enough to cover costs and include a profit, yet low enough to meet completion and attract buyers.

COMMENTS: A simplified explanation of a complex pricing system as the intended audience is children, though appealing to adults. Prices and fashions are out-of-date. Main points are emphasized through repetition and printed frames. No introduction. Good standard photography of real-life scenes with a narrator.

OVERALL RATING: Good

CE-7

SEE ALSO

CE- 4	Money Management Choices And Decisions: Becoming A Wise Consumer
CE- 6	Spending Your Food Dollars The Marketplace
CE- 8	Consumer Education: Buying Right The Informed Consumer Consumer At Large Shopping Mathematics "Let The Buyer Beware"
CE-10	Ways To Shop
CE-12	Consumer's World - It's Your Decision
CE-15	Basic Living Skills: Consumerism
CE-20	Systems: An Approach To Consumer Education
H- 8	Managing The Family's Affairs
H-10	Money Management Filmstrip Library

CE-8

COMPARISON SHOPPING

Sound Filmstrip, 10:45 minutes, Color, Sound, $29.00, 1981
Produced by Butterick Publishing. Distributed by MacLean Hunter Learning Resources. Accompanied by Educator's guide.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

SYNOPSIS: Jim and Ann demonstrate the basic techniques of comparison shopping as they purchase 10-speed bicycles: reading the advertisements and manufacturer's brochures, watch the newspaper for sales, ask friends, study the consumer magazines, figure the unit price, read the label and warranty, find out about hidden costs. Jim and Ann voice their choices on quality, service and price.

APL OBJECTIVES: CE-8, 9

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment, Testing

COMMENTS: interesting and informative. Although teenage actors are used, the examples and information are relevant to most adults. Good discussion stops are provided throughout the program and extra helps are given in the teacher's guide. Maintains high level of interest while teaching basic considerations of comparison shopping. Could be used on an individual basis but the value of discussion would be lessened.

OVERALL RATING: Very Good

CE-8

HOW TO DRESS WELL ECONOMICALLY

Sound Filmstrip, Approximately 25 minutes, Color, Sound, $30.00
Produced and distributed by McIntyre Productions, Inc.

EVALUATOR: Kaye Beall

SYNOPSIS: How does one find the quality clothes at the right price? The three steps are:

1. Plan ahead by listing and prioritizing needs and wants and estimating the cost.
2. Shop wisely with cash at off-season sales at reputable stores. Buy quality clothing cut in classic styles.
3. Take good care of clothes-making prompt repairs, laundering correctly and storing properly.

Standard photography with narration.

APL OBJECTIVES: CE-6, 8

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment

COMMENTS: This well organized, factual presentation of wise shopping for clothing is thorough. The viewer must have a prior interest or need for the information to watch the long presentation.

OVERALL RATING: Good

CONSUMER AT LARGE

6 Sound Filmstrips, 83:49 minutes, Color, Sound, Series $119.00, 1972
Produced By A. Kohlives. Distributed by Random House School Division
Accompanied by Filmstrip guide.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Viola Baker, Julie Rife, Margaret Steinacker

TITLES: #1 BUDGET BLUES - Here we meet Charlie who works for the firm of Disheveled and Unkempt. Charlie earns 800 Lums a month, but he cannot seem to stretch his paycheck or put aside any money to buy a much-desired new Targle. Charlie learns to keep a budget-a record and control system for his income and expenses.

#2 EVERYDAY SHOPPING SAVING - Charlie learns quite a bit about everyday shopping - quantities to purchase, price comparison, sale items.

#3 BUYING THE BIG ONES - Charlie's clunk and furn break down at the same time, and must be replaced. Charlie finds a model he can afford and checks consumer information source for quality and recommendations. Another major consideration is the guarantee.

#4 SHOPPING FOR SERVICES - Charlie wins a roof repair job through a telephone contest and learns the importance of shopping for services the hard way. A helpful friend helps Charlie-and the viewer-learn about ways of locating reliable contractors, getting written estimates and agreements, and checking for workmanship, quality of materials, durability and looks. Other services that need to be "shopped" for include health services and trade schools. If Charlie does get bad service he can consult a lawyer, complain to the Better Business Bureau or go to a small claims court. Charlie realizes it is a lot of hard work to shop for services, but necessary to protect his investment.

#5 CASH OR CREDIT? - Charlie's admiring a new omnipresent audio he'd like to buy, but doesn't have the cash for purchasing it. Charlie shops around to find the least expensive and most convenient way to borrow. He also learns the rules for maintaining a good credit rating.

#6 NURTURING A NEST EGG - Charlie learns to devise a sound savings program to protect himself in case of emergency, plan for the future, and plan for retirement. He examines a savings account, insurance, property, stocks, and mutual funds. Cartoon with dialogue.

APL OBJECTIVES: CE-4, 6, 7, 8, 15, 16, 17, 19 OK-10 G&L-3
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group
LESSON PLAN USES: Instructional, Motivational
EVALUATION BASED ON SHOPPING FOR SERVICES

COMMENTS: Simple cartoons and visuals add interest to the message carried almost entirely by the audio portion. Though Charlie lives in our world he appears to originate elsewhere as he uses strange words for ordinary objects. The wide range of services and shopping tips presented make this program a good introduction for more specific study of a number of consumer related topics and also a good discussion starter. There is no summary of main points nor opportunity for viewer involvement or assessment of student progress.

OVERALL RATING: Very Good

***CONSUMER EDUCATION: BUYING RIGHT!**

6 Sound Filmstrips, 51 minutes 31 seconds, Color, Sound, Series $102.00, Each $25.00, 1973. Produced by Educational Design, Inc. Distributed by Eye Gate Media. Accompanied by Discussion questions and projects at the end of filmstrip and cassette.

EVALUATORS: Kaye Beall, Kraig Dawalt, Anne Welch

TITLES: #1 DECIDING TO BUY - Balance how much we need the goods against the cost. Encourages research and advance planning.

#2 HOW TO SHOP - Discourages impulse buying, and cautions about shopping, sales, salesmen, consumer information sources and mail order buying.

#3 TRAPS TO STAY OUT OF - High pressure sales pitches, advertising, and hidden charges in pricing are traps to avoid. The buyer must take his time and be careful.

#4 GETTING WHAT YOU REALLY WANT - Have a very clear idea of what you really need, taking into consideration the extras, the quality and the reputation of the store.

#5 RECOGNIZING REAL BARGAINS - Bargains depend upon the unit pricing, product safety and quality and sales.

#6 HOW TO BUY - Save the sales slip and written guarantee for returns. Avoid finance charges. Know the avenues for consumer redress.

APL OBJECTIVES: CE-4, 5, 6, 7, 8, 9, 10, 12, 17, 19

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment

COMMENTS: Uses stereos and high school students in the examples. Standard photography with monotonous narration. Covers the buying tips thoroughly and accurately.

OVERALL RATING: Good

***"LET THE BUYER BEWARE"**

6 Sound Filmstrips, 62 minutes 43 seconds, Color, Sound, Series $102.00, Each $25.00, 1971. Produced by Education Direction, Inc. Distributed by Eye Gate Media. Accompanied by Teacher's guide at end of filmstrip.

EVALUATOR: Kaye Beall

TITLES: #1 EVERYTHING IS NOT WHAT IT APPEARS - Look closely to make sure that what the child is buying is what he really wants and needs.
- #2 CAN YOU BELIEVE ADVERTISING - Cautions the viewer about advertising devices used to sell products.
- #3 JOHNNY HAS ONE - Examines the reasons for wanting a product. Teaches the differences between good and bad choices.
- #4 MEASURES, VALUES AND BARGAINS - Make sure a bargain is a bargain. Is it what the buyer really needs?
- #5 USE, QUALITY AND SERVICE - Encourages the buyer to examine the quality, service and use of a product in addition to comparing problems.
- #6 IS IT SAFE? - The safety of toys depends upon its production and the buyer's responsible use.

APL OBJECTIVES: CE-4, 6, 7, 8, 9, 10, 12 H-1

LEVELS: 0-4

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Instructional

EVALUATION BASED ON IS IT SAFE?

COMMENTS: Children's toys are used in the product and problem examples. Intended for use with elementary children. A monologue lecture. Standard photography.

OVERALL RATING: Unacceptable

THE INFORMED CONSUMER

4 Sound Filmstrips, 77:50 minutes, Color, Sound, Series $135.00, 1980
Produced and distributed by Society for Visual Education, Inc.
Accompanied by Teacher's manual with script and skill extenders.

EVALUATOR: Kaye Beall

TITLES: #1 CONSUMER RIGHTS AND RESPONSIBILITIES - Defines the consumer movement and describes private consumer groups, government agencies, and consumer legislation. The four consumer rights are crucial to making wise buying decisions: the right to safety, the right to be informed, the right to choose, the right to be heard. The consumer is responsible for the protection of his/her rights.

#2 BUYING FOOD AND CLOTHING - Outlines the basic comparative shopping skills necessary for evaluating the cost and quality of a product. Features tips on ways to economize. Describes the complaint process.

#3 MAKING MAJOR PURCHASES - Reviews the basic comparative shopping skills through the purchasing of a stereo. Other factors which influence buying decisions include advertising, warranties and credit buying.

#4 BUYING A CAR - A detailed description of the process of buying a car: what to look for, ways of determining whether you are getting your money's worth, things to be aware of when buying a used car or a new car, dishonest practices and alternative financing. Standard photography with narration and interviews.

APL OBJECTIVES: CE-6, 7, 8, 9, 10, 14, 17, 19 CR-6 G&L-3
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Enrichment
EVALUATION BASED ON MAKING MAJOR PURCHASES

COMMENTS: Very good teaching tool which covers each point thoroughly, and accurately. The lecture style of presentation is boring in conjunction with the pictures ofpeople talking to each other.

OVERALL RATING: Good

SHOPPING MATHEMATICS
SERIES: MATHEMATICS SURVIVAL SKILLS
Cassette/Workbook Sound, $14.95, 1980
Produced and distributed by Media Materials, Inc.
EVALUATOR: Kaye Beall
TITLES: Shopping Mathematics consists of eight units which apply mathematic concepts:

#1 SHOPPING FOR FOOD - Alice and Charles make price comparisons among stores, brand, and weights and check unit prices.
#2 SHOPPING FOR CLOTHES - Using sale prices on clothing, discounts and fractional discounts are figured.
#3 SHOPPING FOR TRANSPORTATION - Before buying a vehicle on credit, compare and figure the monthly payments, the finance charge, and the total installment price.
#4 SHOPPING FOR HOUSEHOLD NEEDS - Large appliances are usually bought on credit. The down payment, unpaid balance, and finance are broken down.
#5 SHOPPING FROM A CATALOG - Teaches how to fill out the order blank, to find the total weight in pounds and ounces, and to figure the shipping and handling charges.
#6 SHOPPING FOR PERSONAL NEEDS - Emphasizes checking the sales draft, the monthly finance charges, and the new balance when paying for personal items.
#7 SHOPPING FOR A DINNER PARTY - Shows how to figure costs of rental supplies and food for a dinner party serving 10 to 25 people.
#8 SHOPPING FOR MAGAZINES - Do stamps save money in buying a magazine subscription?

APL OBJECTIVES: CE-5, 6, 7, 8, 9, 17
LEVELS: 0-4
GROUPINGS: Individual, Small Group
LESSON PLAN USES: Instructional, Review
COMMENTS: The prices used will go out-of-date quickly. The user is required to solve the problem to gain maximum benefit from the program, but the steps for solving each problem are not previewed or taught beforehand. These are found in the answer, so it may be a frustrating experience for the student.
OVERALL RATING: Fair

CE-8

SEE ALSO

CE- 4	Money Management Living On Your Own Buy It Yourself: A Basic Guide For Consumers Choices And Decisions: Becoming A Wise Consumer
CE- 6	Health: Decisions For Growth Spending Your Food Dollars The Market Place
CE- 7	Consumer Awareness: Supply, Demand, Competition And Prices Concerning Young Consumers
CE-10	Ways To Shop
CE-12	Consumer's World - It's Your Dicision
CE-15	Basic Living Skills: Consumerism
CE-20	Managing On Your Own
H- 8	Managing On Your Own
H-10	Money Management Filmstrip Library
CR- 9	Basic Math Skills For Everyday Life Math For Everyday Living

LABEL LITERACY: HOW TO READ FOOD PACKAGING

2 Sound Filmstrips, 32 minutes, Color, Sound, Series $89.00, 1979
Produced and distributed by Sunburst Communications
Accompanied by Discussion guide with script.

EVALUATORS: Terry Abbott, Kaye Beall, Barbara Bevelhimer, Gloria Davidson, Margaret Steinacker

TITLES: #1 WHAT CAN YOU LEARN - Supershopper, a food shopping guardian angel, gives two young shoppers free lessons in how to read food labels. As the trio moves through the supermarket, they encounter other shoppers who need help understanding labels and whose dilemmas provide Supershopper the opportunities to teach the label reading lessons. The first lesson, What's in a Name, teaches that the name of a product often conveys important information. Title of other lessons are: Flavors: Real or Fake, Watch Out for Loaded Words, Read the Ingredients and Know your Additives.

#2 USING THE INFORMATION - Supershopper appears in the kitchen to a group of students making pizza. They decide to make homemade pizza instead of frozen after Supershopper explains "standardized foods", open-dating, net weight and drained weights, unit pricing, the nutrition information charts, and the high price of convenience foods.

APL OBJECTIVES: CE-6, 9, 10 H-10

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Review

COMMENTS: This well organized, instructional program is presented in a creative and interesting manner. Main points are well defined and viewer's interest is maintained throughout. Real life characters and their shopping problems contrast with the talented character of Supershopper - Close-up pictures of label parts and thorough explanations combine to present valuable information to the average shopper. Technical quality very good.

OVERALL RATING: Excellent

SHOPPING WISELY: FOOD, CLOTHING, CREDIT

51 Transparencies, B/W, Series $115.50, Each $2/36, 1977
Produced and distributed by United Transparencies, Inc.
Accompanied by suggested activities.

EVALUATOR: Kaye Beall

SYNOPSIS: Wise food purchasing is enhanced by understanding and reading labels; meat, eggs, convenience foods, nutrition labels and package weight. Federal standards for food are detailed. Clothing labels for fiber content and care are presented. Credit terms and comparisons are described. Drawings.

APL OBJECTIVES: CE-6, 9, 17

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Enrichment

COMMENTS: Very boring! unless a person particularly wants to understand grades of meat and sizes of eggs. Poor instructional designs. Visuals consist primarily of words which could just as easily be found in a textbook with adequate explanations.

OVERALL RATING: Poor

CE-9

SEE ALSO

CE- 2	Hometrics
CE- 4	Living On Your Own
CE- 6	Spending Your Food Dollars Understanding Labels And Warranties
CE- 7	Concerning Young Consumers
CE- 8	Consumer Education: Buying Right The Informed Consumer Shopping Mathematics Comparison Shopping "Let The Buyer Beware"
CE-10	Ways to Shop
CE-15	Basic Living Skills: Consumerism
H-10	The Good Eating Plan Nutrition: What's In It For You Money Management Filmstrip Library
CR- 9	Basic Math Skills For Everyday Life Math For Everyday Living

PROPAGANDA

Sound Filmstrip, Approximately 20 minutes, Color, Sound, $30.00
Produced and distributed by McIntyre Productions, Inc.
Accompanied by Script.

EVALUATOR: Kaye Beall

SYNOPSIS: Advertising is form of propaganda. The eight techniques of propaganda are listed and then reviewed with examples of advertisements. These techniques are testimonial, name calling, glittering generalities, the transfer, plain folks, band wagon, snob appeal, and card stacking. Compilation of advertisements with narration.

APL OBJECTIVES: CE-10

LEVELS: 04-, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational

COMMENTS: Is advertising propaganda? The advertisements used as examples are out-of-date. The lecture is too long. A very good teaching tool as it is simply organized and uses repetitive word cues. The viewer is asked to identify the technique used in the advertisement as a review.

OVERALL RATING: Good

CE-10

CONSUMER ADVERTISING

Sound Filmstrip, Approximately 15 minutes, Color, Sound, $9.00, 1977
Produced and distributed by Proctor and Gamble Educational Services
Accompanied by Teacher's manual, worksheets, and poster.

EVALUATOR: Kaye Beall

SYNOPSIS: Introduces advertising as a part of the process of bringing a product to the market. The steps in creating an advertisement are depicted by the type writer. He considers the consumers, their problem, the solution, good style, and accuracy. Several tests are made of the advertisement. The third section provides the consumer with a checklist for determining the accuracy of an advertisement. The steps customers can take when dissatisfied are identified. Closes with the consumer benefits of advertising. Cartoon drawings with narration.

APL OBJECTIVES: CE-10, 19

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review

COMMENTS: Accurate and complete information on advertising from the manufacturer's viewpoint. The introduction does not preview the entire program. Excellent accompanying materials including lesson plans and background information in the teacher's manual. Visuals are entertaining.

OVERALL RATING: Very Good

THE SALES PITCH: WHAT YOU CAN LEARN

SERIES: THE CONSUMER EDUCATION SERIES

Sound Filmstrip, 8 minutes, Color, Sound, $29.00, 1981
Produced by Butterick Publishing. Distributed by Maclean Hunter Learning Resources. Accompanied by Educator's guide.

EVALUATOR: Kaye Beall

SYNOPSIS: A jewelry saleswoman explains how she sells an expensive watch to a young woman. In a cartoon, the young man is tempted by a record display as he enters the store to buy a pair of jeans. Another cartoon situation demonstrates how door-to-door salespersons appeal to one's personal tastes. Lastly, several women are interviewed at a home decoration party as to why they feel obligated to buy something. Cartoons and standard photography with narration.

APL OBJECTIVES: CE-10

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review, Testing

COMMENTS: Varying the use of real-life actors and cartoons to illustrate the different sales pitches increase interest and emphasizes the important ideas. Worksheets provided for added activities may need to be revised for lower level students. Clear, attractive illustrations. Filmstrip can be stopped for discussion breaks.

OVERALL RATING: Very Good

CE-10

THE SELLING GAME

Audio Cassette, 59 minutes, Sound, 1976
Produced and distributed by National Public Radio
Accompanied by User's guide.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley Margaret Steinacker

SYNOPSIS: People in a busy shopping mall are interviewed about their views on advertising and sales techniques. Advertising executives then explain various sales tactics and the advertising psychology. It's a game - getting people to want what you have to sell and getting them to buy it. Dialogue and narration.

APL OBJECTIVES: CE-10, 4

LEVELS: 9-12

GROUPINGS: Small Group

LESSON PLAN USES: Motivational, Enrichment

COMMENTS: Recommend for highest grouping. Interviews were interesting and informative but often difficult to follow because of background noise and interrupted conversations. If used according to suggestions - short listening segments followed by discussion - would be valuable to 9-12 group. Student evaluators (0-4) rated program "uninteresting" and "learned nothing". Learner's involvement depends on use of discussion.

OVERALL RATING: Fair

UNDERSTANDING ADVERTISING

SERIES: THE CONSUMER EDUCATION SERIES

Sound Filmstrip, 9:30 minutes, Color, Sound, $29.00, 1981
Produced by Butterick Publishing. Distributed by Maclean Hunter Learning Resources. Accompanied by an Educator's guide.

EVALUATOR: Kaye Beall

SYNOPSIS: Advertising can be informative for the consumer if one reads between the lines. The "advertising chef", a cartoon character, describes the "appeal" ingredients sometimes used to catch consumers including emotional appeal, sex appeal, bright colors and music. In real-life an advertising agency executive lists the five considerations he makes in the design of an advertisement. Cartoon and standard photography with narration and interviews.

APL OBJECTIVES: CE-10

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review

COMMENTS: Products and advertisements are for teenager market. The important points are discussed by both the chef and the commerical advertiser. Worksheets provide follow-up activities.

OVERALL RATING: Very Good

CE-10

THE ANATOMY OF A SALE

Sound Filmstrip, Approximately 15 minutes, Color, Sound, $5.00, 1979
Produced by Consumer Information Serivces. Distributed by Sears Roebuck and Company. Accompanied by Study guide.

EVALUATOR: Kaye Beall

SYNOPSIS: The elements a salesperson will probably use in making a sale are: the approach to catch interest and attention, the qualify, the benefits sell, the demonstration, the trading up by trading down sell, the suggestion sell, and the close. Six typical close statements are described and several bad selling techniques are identified. Colored drawings with narration.

APL OBJECTIVES: CE-10

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional

COMMENTS: Looking at the sale technique from the perspective of the store provides insights into how to use a salesperson to gain information instead of feeling pressured to buy. A good teaching tool. Visuals are poor artistry and the lecture presentation becomes dull.

OVERALL RATING: Good

***WAYS TO SHOP**

Kit, Color, Sound, $89.00, 1981
Produced and distributed by Educational Design, Inc.

EVALUATOR: Kaye Beall

TITLES: These seven units teach shopping skills:

#1 NUMBER, SIZE AND PRICE - Compares unit costs on items that come in different sizes and quantities or in package deals. - Text

#2 GUARANTEED-OR YOUR MONEY BACK - Shows how to use a guarantee, its purpose and limitations, and how to protect oneself against defective merchandise - Text

#3 COUPONS AND CATALOGS: BUYING BY MAIL - Teaches how to use a catalog, fill out forms and coupons, return damaged merchandise and detect mail-order fraud. - Text

#4 AND NOW A WORD FROM OUR SPONSOR: ADVERTISING - Judges the usefulness of ads, recognizes misleading information and uses store ads in consumer comparisons. - Sound Filmstrip

#5 THE LANGUAGE OF LABELS - Judges and uses information found on labels-size, quantity, directions for use. - Sound Filmstrip

#6 IT IN THE POLICY OF THIS STORE - Teaches the most common selling and merchandising tactics - phony sales, bait-and-switch, easy credit- and how to evaluate different kinds of stores objectively. Cassette

#7 HOW TO DEAL WITH SALESPEOPLE - Identifies a variety of high-pressure sales techniques, such as the close, canned pitch and door opener, often used to get customers to buy things they may not really want. Cassette

Student response booklets provide supplementary information and test performance.

APL OBJECTIVES: CE-2, 5, 6, 7, 8, 9, 10, 19

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual

LESSON PLAN USES: Instructional, Testing

COMMENTS: A straight forward, non-entertaining teaching tool. Visuals are adequate, but not creative. Actors/actresses have obviously memorized their lines. Very good instructional design elements.

OVERALL RATING: Good

CE-10

SEE ALSO

CE- 4	Money Management Buy It Yourself: A Basic Guide For Consumers
CE- 5	Buying Sight Unseen
CE- 6	Health: Decisions For Growth The Marketplace Survival Reading
CE- 7	Concerning Young Consumers
CE- 8	"Let The Buyer Beware" Consumer Education: Buying Right The Informed Consumer
CE- 9	Label Literacy: How To Read Food Packaging
CE-18	Personal Finance: You And Your Money
CE-20	Managing On Your Own
H-10	Money Management Filmstrip Library

SELECTING AND EATING AT RESTAURANTS

Sound Filmstrip, 17 minutes, Color, Sound, $27.95, 1977
Produced and distributed by Interpretive Education
Accompanied by Summary and suggested activities.

EVALUATORS: Diane Alderfer, Kaye Beall, Carole Podwell, Connie Synder Rosalie Tressler

SYNOPSIS: The locations and names of restaurants can be found by looking in the yellow pages and the newspaper advertisements. There are five kinds of restaurants; the fast food, the steak house, the smorgasbord, buffet or cafeteria, the family and the fancier, more expensive. The prices, food selection, atmosphere and type of service are detailed for each kind of restaurant. Standard photography with narration.

APL OBJECTIVES: CE-11

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment

COMMENTS: A standard lecture that could have been livened up with more creative photographs and more actors. A good variety of minorities pictured. No organizational introduction; throughout, the restaurant descriptions were uniform for easier comparison. The actors wore the same clothes throughout as they went from Wendy's to the finest restaurant. Some dark photographs and small print on menus.

OVERALL RATING: Good

CE-11

SEE ALSO

CR-9 Basic Math Skills For Everyday Life

CONSUMER'S WORLD - IT'S YOUR DECISION

6 Sound Filmstrips, 64 minutes, Color, Sound, Series $119.00, 1974 Produced by Richard Starkey Video Productions. Distributed by Random House School Division. Accompanied by Teacher's guide.

EVALUATOR: Kaye Beall

TITLES: #1 BUYING A CAR - Manuel and Pepi discuss the advantages and disadvantages of car ownership as they ride the subway. Later, Manuel, Rinaldo, and Carlos form a used car buying "team". They form a plan of action for shopping for a car which they implement.

#2 BUYING CLOTHING - Joyce and Wilma represent two sides of a conflict between being "sensible" and "living-it-up" in clothing purchases. As the girls shop for clothing they discuss cash versus charge purchases, the clothing inventory, information on labels, buying tips, and comparison shopping.

#3 RENTING AN APRATMENT - Joe and his sister, Wendy, look for an apartment that will satisfy both Joe and his future wife Carolyn. Carolyn is not satisfied with either Joe's "far out" and Wendy's "near in" neighborhoods. Carolyn chooses a neighborhood in between and defends her choice based on such considerations as landlord, location, rent, public transportation, lease and availibility of stores and services.

#4 BUYING FOOD - John, Mike and Phil have moved into an apartment and are trying to settle on a food-buying approach. As the boys shop according to John's "big adventure" system they discuss nutrition, experimenting with new foods, comparison shopping, labels and packaging, etc.

#5 BUYING HOME FURNISHINGS - Dot and Jim have the job of furnishing their first apartment. Should they buy used or new furniture? They also debate buying with credit or using cash.

#6 BUYING TROUBLE - Herman boasts to his friend Victor about enrolling in a computer shcool in which he will become a programmer in four months for $500. After a week, Herman quits the course because he is not satisfied, but the computer school duns Herman for what he owes them. Herman's wages are garnisheed and he recieves a poor credit rating. Dramatizations.

APL OBJECTIVES: CE-6, 7, 8, 12, 13, 14, 19

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Testing

EVALUATION BASED ON BUYING HOME FURNISHINGS

COMMENTS: There are breaks in the sound filmstrip for discussion of the situation. The problems are not resolved by the end of the presentation so that the viewer can practice problem-solving skills. Characters are young teenagers or newly weds. Also actors/actresses are stiff and formal, obviously having memorized their lines.

OVERALL RATING: Good

CE-12

SEE ALSO

CE- 2	Hometrics
CE- 4	Money Management How To Plan A Budget
CE- 6	The Marketplace
CE- 8	Consumer Education: Buying Right
CE-15	Basic Living Skills: Consumerism
H- 8	Managing The Family's Affairs

CHOOSING A PLACE TO LIVE

21 Overhead Transparencies, Color, Set $48.40, Each $2.36, 1977
Produced and distributed by United Transparencies, Inc.
Accompanied by Teacher's guide.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

SYNOPSIS: Adults must consider many factors when deciding to buy or rent a home. Questions, considerations and check lists are featured on these transparencies designed for classroom use. Line graphics and presented lists are used to acquaint the learner with the many forms housing takes, and the advantage and disadvantage of each. Questions of loans, insurances, interest and taxes are also covered.

APL OBJECTIVES: CE-13, 18

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Instructional

COMMENTS: Content, in terms of what to consider when looking for housing, provides material for discussion and helpful checklists. Prices, interest rates and other information about the cost of home ownership are outdated and inaccurate. Some print too small to be read. Graphics, done in two colors, lack variety and interest. Not for individual use or for students with low reading skills.

OVERALL RATING: Fair

CE-13

SEE ALSO

CE- 4	Living ON Your Own How To Plan A Budget
CE-12	Consumer's World - It's Your Decision
CE-15	Basic Living Skills: Consumerism
H- 8	Managing The Family's Affairs
CR- 1	Entering The World Of Work

BUYING A USED CAR

SERIES: PERSONAL CONSUMERISM SERIES
Cassette/Workbook, Sound, Series $170.00, Each $19.95
Produced by Philip Roy, Inc. Distributed by Filmcraft Audiovisuals
Accompanied by Skill sheet.

EVALUATORS: Diane Alderfer, Kaye Beall, Barbara Bevelhimer, Carole Podwell, Connie Snyder, Rosalie Tressler

SYNOPSIS: The smart used car buyer looks for repainting, rust, good tires, unbroken glass, the car's mileage and a clean interior. After a test drive call the former owner for the car's history and have a mechanic check it for serious trouble. Before signing the purchase agreement get a guarantee and car title and know the terms.

APL OBJECTIVES: CE-14
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual
LESSON PLAN USES: Instructional, Motivational, Enrichment, Review, Testing

COMMENTS: An interesting, relevant read-a-long story that covers the important aspects of buying a used car. The vocabulary development, comprehension questions and completions teach the lesson well and allow for performance assessment. Narrator is articulate and soothing.

OVERALL RATING: Very Good

CE-14

YOUR FIRST CAR: A GUIDE TO SELECTING AND BUYING YOUR FIRST CAR

22 Transparencies, B/W, Set $52.80, Each $2.36, 1976
Produced and distributed by United Transparencies, Inc.
Accompanied by Teacher's guide.

EVALUATOR: Kaye Beall

SYNOPSIS: Explores the costs of owning and operating a car, automobile selling tactics, checklist for buying a car, the financing of a car through credit and automobile insurance. Line drawings and printed words.

APL OBJECTIVES: CE-14, 17, 18
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Small Group, Large Group
LESSON PLAN USES: Instructional, Review

COMMENTS: Inflation has changed car and gas prices. Main points are not highlighted or reviewed.

OVERALL RATING: Good

COMMON SENSE CAR CARE

4 Sound Filmstrip, 42:07 minutes, Color, Sound, Series $139.00, 1978 Produced by Raybar Technical Films, Inc. Distributed by Prentice Hall Media. Accompanied by Instructor's guide.

EVALUATORS: Terry Abbott, Viola Baker, Barbara Bevelhimer, Julie Rife, Margaret Steinacker

TITLES: #1 SPOTTING A BREAKDOWN BEFORE IT HAPPENS - Even the inexperienced car owner can learn to make routine inspections of a car to uncover faults and malfunctions which could lead to a breakdown on the road. The viewer is taught how to make inspections of the following: radiator coolant, hoses, spark plug wires, distributor cap, oil, air filter, battery, brakes master cylinder and tire's condition. Simple repairs such as changing sealed beams and other lights can be made easily by the owner. Each point is narrated and demonstrated.

#2 SURVIVAL TRAINING FOR ROAD BREAKDOWNS - The inexperienced owner can learn some things to survive a road breakdown. The changing of a flat tire is illustrated step-by-step. The types of tools and equipment which sould be carried in the car are shown. Common causes for automobile failure and getting the engine started in inclement weather are shown.

#3 GOOD MILES PER GALLON ADD UP TO REAL DOLLARS - Explores various possibilities for driving farther on a tank of gasoline: good driving habits, proper tire pressure, a multi-grade motor oil, an engine tune-up, new spark plugs and proper front wheel alignment The procedures for checking and remedying these mechanical problems are shown.

#4 HOW TO BUY, SELL OR TRADE A CAR - Heightens the viewer's awareness of what to look for in a used car and of how to prepare a car for resale. Analyzes a classified automobile advertisement and lists the features to look at in examining a used car. The step-by-step cleaning process for perparing a used car to sell is reviewed. Standard photography with narration.

APL OBJECTIVES: CE-14

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional

EVALUATION BASED ON SPOTTING A BREAKDOWN BEFORE IT HAPPENS

COMMENTS: A thorough coverage of helpful information about car

Some knowledge of names of car parts is assumed, but the inspections described could be performed by a novice. Clear directions are accompanied by pictures of each step. Some visuals could be enhanced with drawings or close-up shots. High interest is maintained because of the amount of useful information. Follow-up questions in guide allow for assessment of student progress.

OVERALL RATING: Very Good

CE-14

COPING WITH YOUR CAR

SERIES: LIFE SKILLS PROGRAM

4 Sound Filmstrips, 36:01 minutes, Color, Sound, Series $89.00, 1980 Produced by MoVey and Associates. Distributed by Random House School Division. Accompanied by Program guide and worksheets.

EVALUATOR: Kaye Beall

TITLES: #1 WHICH CAR FOR YOU? - While talking with their friend Robert about what kind of car he should buy, Fletch and Ginger express different points of view. Fletch bought a big new van while Ginger purchased a smaller, used car. Each explains why he/she made his/her choice based upon his/her lifestyles, needs and resources. Robert is left to consider what factors in his own life should determine his choice of a car.

#2 BECOMING THE OWNER - Two young adults, Hank and Victor go through the steps necessary to become automobile owners: shopping for an automobile loan; getting the title, license plates, and city vehicle stickers; and shopping for automobile insurance

#3 KEEPING IT RUNNING - A service station mechanic explains to a couple how to care for their car. He explains some things Tom and Roberta can do to keep their car in good condition, including regular tune-ups. The mechanic also offers tips on finding a good repair shop and how to make complaints if they receive bad service.

#4 YOUR LEGAL RESPONSIBILITY - Presents two case studies that demonstrate how one should behave when involved in an accident. Betty, involved in a minor accident, explains how she and the other driver exchange pertinent information and what the police do when examining the accident scene. Alan is involved in a more serious accident which may involve a law suit. Dramatizations.

APL OBJECTIVES: CE-14, 16, 17 CR-13

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review

EVALUATION BASED ON WHICH CAR FOR YOU?

COMMENTS: Dramatizations of real-life situations and open-ended discussion questions create interest and excitement. The pertinent information for purchasing and owning a car are clearly given. Worksheets allow testing of knowledge. Very good technical quality.

OVERALL RATING: Very Good

CE-14

***DO IT IN THE DRIVEWAY**

Sound Filmstrip, 10 minutes, Color, Sound, $40.00
Produced and distributed by McIntyre Porductions, Inc.

EVALUATOR: Kaye Beall

SYNOPSIS: Preventive maintenance and minor repairs may be performed by the car owner with a little technical knowledge and a few inexpensive tools. Presents the basic procedures, how often to do each, and the most frequently problems. Also includes information on what tools to buy and where to get the best buys. Standard photography with narration.

APL OBJECTIVES: CE-14

LEVELS: 5-8, 9-12 (0-4)

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Motivational, Review

COMMENTS: Very relevant, practical information and thorough treatment of the subject. Poor instructional design with very brief introduction, no repetition of main points, and no audience participation. Tool prices out-of-date. Narration moves too quickly for mediocre and/or slow students.

OVERALL RATING: Good

TRANSPORT YOURSELF: A GUIDE FOR OWNING A CAR

3 Sound Filmstrips, 32:28 minutes, Color, Sound, Series $66.00, 1981
Produced by Ed Dahlin. Distributed by Educational Enrichment Materials
Accompanied by Teacher's guide with script.

EVALUATOR: Kaye Beall

TITLES: #1 BUYING YOUR CAR - People in the market for a new car should begin by reading about different kinds of cars, their good and bad points, fuel economy ratings, approximate cost and so on. Then they should test drive cars that interest them. Once they have decided on a specific model, competitive bids from several dealers should be gotten. Buying a used car requires similar research, but more caution as a used car can temporarily be made to look and run better than it is.

#2 MAINTAINING YOUR CAR - Discusses the importance of basic preventive maintenance and describes the various checks that should be a part of regular car servicing. These include: checking tires, checking and cleaning exterior lights, checking the radiator, battery, crankcase oil, brake and power fluid levels, transmission fluid, checking hoses and drive belts and removing rust spots.

#3 MECHANICS AND SAFETY - Explains how to find a reliable repair shop and how to spot and avoid abuses caused by dishonest shops. Emergencies can arise even though a person takes good care of a car. Explains what to do if the throttle jams, the brakes fail, the engine overheats or a tire goes flat. Details the steps a driver should take following an accident. Standard photography with narration.

APL OBJECTIVES: CE-14 CR-13

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review

EVALUATION BASED ON MECHANICS AND SAFETY

COMMENTS: The detailed explanation of automobile emergencies covers the subject well using adult actors. Very good instructional design and technical quality. Follow-up questions and activities emphasize the main points.

OVERALL RATING: Very Good

*YOUR FIRST CAR: BUYING IT AND KEEPING IT RUNNING
SERIES: EXPLORING THE MARKETPLACE

3 Sound Filmstrips/ Workbook, Approximately 45 minutes, Color, Sound, Series $119.00, 1980. Produced by Consumers Union Educational Services Distributed by Sunburst Communications. Accompanied by Teacher's guide and anmicial auto issue of Consumer Reports.

EVALUATOR: Kaye Beall

TITLES: #1 AFFORDING IT - What is the real cost of a car? A young girl calculates the real cost of the car she is planning to buy. The off-screen voice points out the factors: the list price plus tax, interest charges on the finance loan, insurance, gasoline, repairs, upkeep, license, registration and resale value.

#2 BUYING IT - Richie bought a new car from a dealer who offered a good price and a good service reputation. He had collected consumer information, comparison shopped, and resisted the hard sell. In contrast Bonnie bought a bomb. Lists four cautions in looking for a used car and the 8 tests a used car should pass before the test drive.

#3 KEEPING IT RUNNING - There are an average of 24 factory defects in a new car, but the owner is protected by the warranty. Describes the possible consumer redress procedures in receiving satisfaction. Lists the simple procedures for maintaining a car in good running condition and how to find a good mechanic.

APL OBJECTIVES: CE-14
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional

COMMENTS: Very accurate and current content (gasoline $1.40/gal.). Thoroughly describes and emphasizes the factors in buying a car, new or used. Creatively produced. Uses question and answer graphics in figuring costs.

OVERALL RATING: Very Good

HOW TO BUY A USED CAR

Sound Filmstrip, Approximately 12 minutes, Color, Sound, $30.00
Produced and distributed by McIntyre Productions, Inc.

EVALUATOR: Kaye Beall

SYNOPSIS: Instead of a lemon of a car, one will get a peach if one follows the three rules of used car buying:

1. Decide what kind of vehicle is needed based upon price and uses
2. Shop around and buy from a private individual if possible
3. Check the car out

Standard photography with narration.

APL OBJECTIVES: CE-14

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review

COMMENTS: Strongly suggests buying a used car from a private individual rather than the standard suggestion of buying from a new car dealer. Teenage boys are the actors. Clearly makes the basic points in used car buying. Very good technical quality.

OVERALL RATING: Good

CE-14

SEE ALSO

CE- 4	Living On Your Own
CE- 6	The Marketplace
CE- 8	The Informed Consumer
CE-12	Consumer's World - It's Your Decision
CE-15	Basic Living Skills: Consumerism
CE-18	Insurance: You And Your Car Insure Yourself: A Guide To Your Security Buying Insurance: What's The Right Portection Insurance: How to Buy And Why
CE-20	Managing On Your Own
H-10	Money Management Filmstrip Library
G&L- 4	Forms In Your Future

HOUSEKEEPING MADE EASY

SERIES: THE NEW INDEPENDENT LIVING SERIES

Sound Filmstrip, 11 minutes, Color, Sound, $35.00, 1981
Produced by Stratford Learning Company. Distributed by Maclean Hunter Learning Resources. Accompanied by Educator's guide.

EVALUATORS: Kaye Beall,Ruby Harrington

SYNOPSIS: Several young men and women explain how they do housekeeping tasks: be organized, clean systematically, plan heavy cleaning of one room a week, prevent extra work and use the right appliances for the job. Describes how to find a reliable repairman and when to do the repair one's self.

APL OBJECTIVES: CE-15

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review

COMMENTS: The interviews with many people creates the feeling that housekeeping is every person's responsibility and that it is not a chore. Relates good housekeeping and repair hints which could have been more clearly emphasized. Visuals are mostly of people talking.

OVERALL RATING: Good

CE-15

PLANNING YOUR WARDROBE

SERIES: THE NEW INDEPENDENT LIVING SERIES

Sound Filmstrip, 11 minutes, Color, Sound, $35.00, 1981
Produced by Cinemakers. Distributed by Maclean Hunter Learning Resources
Accompanied by an Educator's guide.

EVALUATOR: Kaye Beall

SYNOPSIS: By refurbishing the wardrobes of a young man and a young woman, the approaches to clothing purchases are demonstrated. By planning and keeping in mind one's own activities and basic needs, mistakes can be avoided. Accessories stretch the basic wardrobe. Standard photography with discussion.

APL OBJECTIVES: CE-15

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review

COMMENTS: Well-organized and thorough illustrations of the basics of purchasing a wardrobe. Highly adequate instructional design. Question and answer narration is lively and maintains interest.

OVERALL RATING: Very Good

CE-15

INVITATIONS TO A BURGLAR: BURGLAR-PROOFING

SERIES: BURGLAR-PROOFING
Videocassette, 30 minutes, Color, Sound, $120.00
Produced and distributed by Maryland Center for Public Broadcasting
EVALUATOR: Kaye Beall
SYNOPSIS: A burglary occurs every 13 seconds. Three ex-burglars show their favorite ways of breaking into homes and apartments. These entrances are simple, quick and easy-unlocked door, open garage, vacationers, etc. Kene Holliday, the host, discusses ways to prevent or lessen the chances of a burglary. Dramatizations of actual burglaries.
APL OBJECTIVES: CE-15
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group
LESSON PLAN USES: Instructional
COMMENTS: Tips for preventing burglaries are supported by stop-action photography. The use of three professional burglars emphasizes the potential dangers to the home. It can happen to you! Very good technical quality.
OVERALL RATING: Very Good

CE-15

BASIC LIVING SKILLS: CONSUMERISM

5 Sound Filmstrips, Approximately 150 minutes, Color, Sound, Each $31.50, 1976. Produced and distributed by RMI Media Productions, Inc.
EVALUATOR: Kaye Beall
TITLES: #1 HOUSING: RENTING AND DECORATION
#2 FOOD: PURCHASING AND PREPARATION
#3 CLOTHING: BUYING AND CARE
#4 HOME MAINTENANCE: SIMPLE REPAIRS
#5 CARS: SELECTION AND FINANCING
APL OBJECTIVES: CE-6, 7, 8, 9, 12, 13, 14, 15 H-10
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional
EVALUATION BASED ON HOME MAINTENANCE: SIMPLE REPAIRS
SYNOPSIS: Describes when to repair, when to discard, how to maintain, and when to call the repairman for malfunctioning small appliances, major appliances, plumbing and electrical fixtures. Illustrates the simple repairs a person can make himself. Lists the basic tools needed for household repairs. Standard photography with narration.
COMMENTS: Boring lecture teamed with unprofessional photographs of older appliances. Disorganized presentation of content.
OVERALL RATING: Fair

LEARNING ABOUT LAUNDERING

Transparencies/Worksheets, B/W, $4.50, 1981
Produced and distributed by Proctor and Gamble Educational Services
Accompanied by Professional handbook, game, and wall chart.

EVALUATOR: Kaye Beall

SYNOPSIS: Designed to be taught in six modules, the users evaluate their current knowledge of laundering; study the fundamentals of fabrics, fibers and finishes; interpret and follow care label instructions; perform basic laundering skills and learn the uses of typical laundry products. The professional handbook contains the technical background information while the worksheets, transparencies and game develop the skills.

APL OBJECTIVES: CE-15

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional

COMMENTS: Teaches laundering skills thoroughly in detail. Worksheets and activities may need to be simplified for lower level students as it requires much reading. Requires teacher preparation.

OVERALL RATING: Good

CE-15

CARING FOR A HOME

Transparencies/Worksheets, B/W, $4.00, 1981
Produced and distributed by Proctor and Gamble Educational Services
Accompanied by Educator's guide, professional handbook, game.

EVALUATOR: Kaye Beall

SYNOPSIS: Designed in five modules the transparencies and worksheets support the professional content found in the handbook. Identifies personal values and attitudes towards the home's cleanliness and comfort. Analyzes and organizes household care chores. Describes the function, and use of home care products. Details appropriate cleaning techniques for home surfaces and dishes. The "Clean Up!" game reviews the content of the other materials.

APL OBJECTIVES: CE-15

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Testing

COMMENTS: Detailed and complete information on cleaning products and procedures. Very good instructional design. A very verbal presentation which requires some reading skills.

OVERALL RATING: Very Good

PRACTICAL SKILLS FOR THE HOMEMAKER

5 Sound Filmstrips, Approximately 60 minutes, Color, Sound, Series $82.50
Produced and distributed by Centron Education Films
Accompanied by Script.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley

TITLES:
- #1 HOW TO HANG WALLPAPER
- #2 HOW TO PAINT INTERIOR WALLS AND TRIM
- #3 HOW TO REFINISH WOOD FURNITURE
- #4 HOW TO MAKE MINOR ELECTRICAL REPAIRS
- #5 HOW TO MAKE SIMPLE PLUMBING REPAIRS

APL OBJECTIVES: CE-15
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual
LESSON PLAN USES: Instructional, Enrichment
EVALUATION BASED ON HOW TO MAKE SIMPLE PLUMBING REPAIRS

SYNOPSIS: Many plumbing repairs can be made in the home using a few basic tools and following step-by-step directions. Instructions are given for making plumbing repairs to clogged sink and toilet drains, leaky faucets, and continiously running toilets. Directions for making repairs are interspered with helpful tips and safety measures to be considered when making repairs.

COMMENTS: Explanations are clearly given and the visuals, both real and illustrated, accompany instructions closely. A good instructional program which could be strengthened with supplemental printed material and actual hands on experience. Assumes knowledge of some termonology (tools and plumbing parts). Narration, done in a conversational tone, is factual and concise. No teacher helps are provided; it appears to be designed for individual use. The helpful hints alone make it worth watching.

OVERALL RATING: Good

CE-15

SEE ALSO

CE- 2	Hometrics
CE- 6	Understanding Labels And Warranties
CE- 8	Consumer At Large
H- 8	Managing The Family's Affairs
H-10	Money Management Filmstrip Library

ALL ABOUT BANKING

4 Sound Filmstrips, 48 minutes, Color, Sound, Series $119.00, 1975
Produced by Audiovisual Instructional Devices, Inc.
Distributed by Prentice-Hall Media
Accompanied by Program guide with script.

EVALUATOR: Kaye Beall

TITLES: #1 TYPES OF BANKS AND FUNCTIONS - Introduces the concept of banking through a history of the monetary system and banking. Discusses the types of banks, the services offered by banks and how the system of "deposits and loans" affects the economy.

#2 CREDIT AND CHECKING ACCOUNTS - Focuses on credit: loans, installment buying, charge accounts, how to shop for credit and use it wisely. Explains different types of checking accounts, how they work, and how to use them.

#3 MANAGING YOUR MONEY - Discusses how banks help you to manage your money through savings accounts, investments, bonds and careful budgeting and planning for the future.

#4 CAREER OPPORTUNITIES - Deals with career opportunities in banking and points out that there is a great variety of jobs. Skills, necessary education, and prospects for the future are also discussed. Standard photography with narration.

APL OBJECTIVES: CE-4, 16, 17 OK-3
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Enrichment, Review
EVALUATION BASED ON TYPES OF BANKS AND FUNCTIONS

COMMENTS: Interest rates are much higher today. Presents a biased, pro-banking perspective. Technical banking terms are not defined simply. Provides no review of the important ideas. Presentation is paced too quickly for the person who knows nothing about banking. Photographs could be more illustrative.

OVERALL RATING: Fair

BANKING SERVICES AND YOU

4 Sound Filmstrip, 45:08 minutes, Color, Sound, Series $74.00 Each $25.00, 1980. Produced by Alron Productions. Distributed by Eye Gate Media. Accompanied by Teacher's previewing guide and worksheets.

EVALUATOR: Kaye Beall

TITLES: #1 CHECKING ACCOUNTS - Marsha usually cashes her check at the supermarket and then pays her bills with cash, not knowing the benefits of a checking account. Doug goes step-by-step through the process of opening and using a checking account after shopping for the right bank. A bank executive lectures to a class on lost or stolen checks, overdraft checks and sophisticated accounts.

#2 CHECKBOOK BALANCING - Details record keeping, recounciling the checking account and balancing the checkbook.

#3 SAVINGS ACCOUNTS - Emphasizes comparison shopping for the right bank to open a savings account. Describes opening a savings account, making deposits and withdrawals, interest and closing the account.

#4 CREDIT AND LOANS - Emphasizes the advantages of using credit and the wise use of credit. The criteria for establishing credit and credit shopping are described. Also discusses repayment strategies. Standard photography with narration with dialogue.

APL OBJECTIVES: CE-16, 17

LEVELS: 0-4, 5-8

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review

EVALUATION BASED ON CHECKING ACCOUNTS

COMMENTS: Very thorough and down-to-earth presentation of checking accounts as young adults with little money are depicted learning the basics. Easy to read diagrams are used to illustrate check routing and filling out the check register. Very good instructional design including performance assessment.

OVERALL RATING: Very Good

CE-16

MONEY MANAGEMENT

SERIES: LIFESKILLS

4 Sound Filmstrips, 43:05 minutes, Color, Sound, Series $135.00, 1978
Produced and distributed by Society for Visual Education, Inc.
Accompanied by Teacher's manual and skill extenders.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

TITLES: #1 SELLING FINANCIAL GOALS - A budget is a plan for managing money and helps to establish long and short-range economic goals. The budget helps the consumer make wise buying choices as wants and needs are known. Planning for future needs may involve a savings plan, life insurance and Social Security. Learn to shop for a financial institution by comparing service, cost and convenience.

#2 SAVING FOR SECURITY - Describes the various financial institutions where a savings account may be maintained. The choice and use of a savings account are detailed. Encourages the habit of saving.

#3 MANAGING A CHECKING ACCOUNT - The operation of checking accounts and how to use them are described: the process of opening an account, using the checking account and maintaining the check register. Banks should be compared for the one with the best service at the lowest cost.

#4 USING OTHER FINANCIAL SERVICES - Describes briefly electronic banking, the safe deposit box, an enforced savings program, traveler's checks and credit. Government laws which regulate banking practices are also summarized. Standard photography with narration.

APL OBJECTIVES: CE-4, 16, 17

LEVELS: 0-4, 5-8

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review

COMMENTS: This general overview of how to use a checking account is lacking in the detail needed to make it an instructional program. Best used to introduce the idea of a checking account and how to select a bank. Does not define terms used: balance, endorse, commerical bank. Visuals sometimes fail to illustrate the concept presented. Skill extenders provide opportunities for more detailed instruction and assessment of progress.

OVERALL RATING: Good

CE-16

SEE ALSO

CE- 4	Budgeting Series Money Management Living On Your Own Buy It Yourself: A Basic Guide For Consumers
CE- 7	Dollars and Sense
CE- 8	Consumer At Large
CE-14	Coping With Your Car
CE-18	Personal Finance: You And Your Money
OK-10	Financial Planning And Management Personal Finance
H- 8	Managing The Family's Affairs
CR- 1	Entering The World Of Work
G&L- 4	Forms In Your Future

CONSUMER CREDIT
SERIES: LIFESKILLS

4 Sound Filmstrips, 39:15 minutes, Color, Sound, Series $135.00, 1978
Produced and distributed by Society for Visual Educations, Inc.
Accompanied by Teacher's manual with script and skill extenders.

EVALUATOR: Kaye Beall

TITLES: #1 CASH OR CHARGE - Defines credit. Lists the advantages, disadvantages and responsibilities of credit use. Gives a history and a look at changing attitudes toward credit in the United States.

#2 MANY FORMS OF CREDIT - Describes the various types of cash and sales credit. Lists three guidelines for credit use: (1) Shop around and compare the charges (2) Save for a large down payment (3) Maintain a good credit rating.

#3 CREDIT: HOW TO USE IT - The credit rating is the reflection of a person's character, capacity and capital. This rating is compiled and reported by a credit bureau. Describes how to have a good credit rating and the Fair Credit Reporting Act.

#4 CREDIT: SHOULD I? COULD I? - Examines the various credit instruments that credit users can expect to sign. Describes the consumer protection laws and their provisions. Describes the ways of dealing with financial difficulties caused by over use of credit. Summarized the wise use of credit. Standard photography with narration.

APL OBJECTIVES: CE-17 G&L-3
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Motivational, Review, Testing
EVALUATION BASED ON CREDIT: SHOULD I? COULD I?

COMMENTS: Does not preview or emphasize the main points. The skill extenders provide practice and problems. Low-level students may find the worksheets difficult to read. Basically a lecture visualized with many portraits.

OVERALL RATING: Fair

CE-17

CREDIT AND INSTALLMENT BUYING

SERIES: CONSUMER SKILLS BUY WISE

2 Sound Filmstrips, 27 minutes, Color, Sound, Series $79.50, 1979
Produced and distributed by Guidance Associates.
Accompanied by Teacher's guide.

EVALUATOR: Kaye Beall

TITLES: #1 CONSUMER SKILLS: APPLYING FOR CREDIT - Nan must apply for credit at a large department store so that she can buy the furniture she needs for an apartment. Her sister Terry and a friend George have accompanied Nan. They discuss the advantages and disadvantages of credit buying, the qualifications for obtaining credit, and the information requested on the credit application form.

#2 CONSUMER SKILLS: BUYING ON THE INSTALLMENT PLAN - Using a television news-special format the program defines the legal terms and concepts of installment buying and points out the important aspects and pitfalls of buying on credit. Dramatizations illustrate high pressure sales, a buyer conflict and credit rating. Standard photography with dialogue.

APL OBJECTIVES: CE-17

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review

EVALUATION BASED ON CONSUMER SKILLS: APPLYING FOR CREDIT

COMMENTS: Detailed coverage of the subjects - all aspects are discussed. Discussion breaks occur during program. Good teaching tool. There are too many visuals of people talking.

OVERALL RATING: Very Good

***SO YOU WANT TO USE CREDIT**

6 Sound Filmstrips, Color, Sound, $57.00, 1972
Produced by the Production Group. Distributed by Changing Times Education Services. Accompanied by Teacher's guide, reading list, review questions and test, and line masters.

EVALUATORS: Diane Alderfer, Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

SYNOPSIS: Credit makes it possible to have now and pay later. The introduction lists credit warnings and asks vital credit questions. Six open ended situations follow:

#1 APPLYING FOR CREDIT - Bob wants to buy a guitar, but he doesn't have the money. The salesman suggests that Bob buy the guitar on credit, Bob fills out a credit application and wonders why there are so many questions.

#2 CHOOSING A CREDIT PLAN - Bob's girlfriend explains the different credit plans that Bob could use and figures the actual charge. These plans include a regular charge account, a revolving account, and an installment plan.

#3 TOO MUCH OF A GOOD THING - Bev, a teacher is short on grocery money again and will have no income the next two months. Her roommates help her realize that she has been overspending on credit and encourages her to find a solution.

#4 IF YOU LOSE YOUR CREDIT CARD - Paul unknowingly lost his credit card and was charged for some clothes he didn't purchase. Paul discovers that he needs to notify the bank immediately to avoid charges.

#5 WHO'S RESPONSIBLE? - Jerry bought a motorcycle with faulty brakes. When he returned to the dealer, the dealer refused to take responsibility as he had sold the finance contract to a finance company. Jerry is responsible for the repairs.

#6 A LOOK AT EASY CREDIT - Bill and Laura respond to an ad and are subjected to the bait-and-switch techniques and offered easy credit. Drawings with narration and dramatization.

APL OBJECTIVES: CE-17
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment, Review, Testing

COMMENTS: The supplemental materials are excellent and high level, so they require teacher follow-up with discussion groups. The dramatizations use typical young adult workers and examples which viewers can easily relate. Viewers practice problem-solving skills. Visuals are simple and to the point.

OVERALL RATING: Good

***TO YOUR CREDIT**

16mm, 18 minutes, Color, Sound, $150.00, Free Loan, 1975
Produced by 9200 Film Center. Distributed by General Mills.

EVALUATOR: Kaye Beall

SYNOPSIS: Through the case histories from first use of credit to resolution of financial problem of three families with credit problems, the wise and responsible use of credit is explained. Learn how to use credit and know the six danger signals of over-extending one's credit. Dramatization and standard photography with narration.

APL OBJECTIVES: CE-17

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Instructional, Review

COMMENTS: Accurately and effectively teaches the problems - financial, emotional, interpersonal - of over-using credit. Also resolves the problems realistically. Very informative, but not exciting.

OVERALL RATING: Very Good

CE-17

***HOW TO USE CREDIT WISELY**

16mm, Sound Filmstrip, Color, Sound, $25.00
Produced and distributed by McIntyre Productions, Inc.

EVALUATOR: Kaye Beall

SYNOPSIS: Examines in detail the four types of credit: revolving charge, installment contract, cash loan, 30-day account. Cautions one to control credit spending. Explains the credit bureau and lists the factors of a credit rating.

APL OBJECTIVES: CE-17

LEVELS: 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Review

COMMENTS: Very detailed and accurate treatment of credit. Narrated quickly and repetition of main points is minimal; it is hard to retain the information. For higher level students.

OVERALL RATING: Good

CE-17

SEE ALSO

CE- 4	Money Management Living On Your Own Buy It Yourself: A Basic Guide For Consumers Choices And Decisions: Becoming A Wise Consumer
CE- 7	Dollars and Sense Concerning Young Consumers
CE- 8	Consumer Education: Buying Right The Informed Consumer Consumer At Large Shopping Mathematics
CE- 9	Shopping Wisely: Food, Clothing, Credit
CE-14	Your First Car: A Guide To Selecting And Buying Your First Car Coping With Your Car
CE-16	Banking Services And You All About Banking Money Management
CE-18	Personal Finance: You And Your Money
CE-20	Managing On Your Own
OK- 6	Succeeding In The World Of Work
OK-10	Personal Finance Financial Planning And Management
H-10	Money Management Filmstrip Library
G&L- 4	Forms In Your Future

I'M COVERED

16mm, 11 minutes, Color, Sound, Free Loan, 1979
Produced and distributed by AEtna Life Casualty
Accompanied by Discussion guide and resource listing.

EVALUATOR: Kaye Beall

SYNOPSIS: This fully animated film explains the reasons for the principle of insurance and how the cost is shared. Why is insurance becoming so costly? What do we want from our system of insurance and how much are we willing to pay? The individual's attitude is partly responsible for the rising cost of insurance. Are we less responsible for our own health an well-being just because we have insurance?

APL OBJECTIVES: CE-18

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Motivational, Enrichment

COMMENTS: A simple, delightful illustration of insurance and how this system of risk and cost sharing works.

OVERALL RATING: Excellent

INSURANCE: YOU AND YOUR CAR

Sound Filmstrip, 15 minutes, Color, Sound $27.95, 1973
Produced and distributed by Interpretive Education
Accompanied by Suggestions for discussion topics and related activities.

EVALUATOR: Kaye Beall

SYNOPSIS: Maintaining automobile insurance is one of the responsibilities of owning a car. Find several sources of automobile insurance and shop around. A thorough explanation of what automobile insurance policies covers bodily injury liability, property damage liability, collision, medical comprehension, uninsured motorist. Standard photography with narration.

APL OBJECTIVES: CE-14, 18

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Motivational

COMMENTS: Produced for a teenage audience with teenage actors. Suggests that the motorist take the advice of the insurance agent in determining the amount of liability insurance to carry. Standard lecture-type instruction.

OVERALL RATING: Good

INSURANCE: HOW TO BUY AND WHY

SERIES: LIFESKILLS

4 Sound Filmstrips, 73:10 minutes, Color, Sound, Series $135.00, 1981
Produced and distributed by Society for Visual Education, Inc.
Accompanied by Teacher's manual with script and skill extenders.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

TITLES: #1 LIFE INSURANCE - Opens with a discussion of why people buy life insurance and which people are considered the best candidates for insurance. Life insurance can be more than compensation for financial loss caused by death. Introduces the basic concepts of risk and insurance and illustrates these concepts by discussing the basic types of life insurance coverages. The factors to consider before buying life insurance and the four steps to follow for making the best life insurance investment are presented.

#2 HEALTH INSURANCE - Illustrates the need for health insurance protection by giving the statistics on the rising cost of health care. Introduces the sources of health insurance: employer plan for group coverage, health maintenance organization, or commerical insurance company. Details the five basic types of health insurance coverages.

#3 AUTOMOBILE INSURANCE - Begins with a case study illustration of the types of expenses that can result from an auto accident. Discusses the financial responsibility laws and explains the fault and no-fault systems of insurance. Explains the five basic types of auto insurance coverage and the three basic insurance options available. Concludes by listing factors that affect insurance costs and providing practical shopping tips for auto insurance buyer.

#4 HOMEOWNER'S AND RENTER'S INSURANCE - Begins with case studies of losses suffered due to lack of information about property and liability coverage. Next, discusses property insurance in detail - outlining the available options, examining the components of homeowner policies, and outlines the procedure for filing a claim. Explains the three major components of liability insurance and the types of things that generally are and are not covered by liability coverages. Dramatizations and standard photography with narration.

APL OBJECTIVES: CE-14, 18 H-9

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review, Testing

EVALUATION BASED ON LIFE INSURANCE

COMMENTS: Covers a large body of information and maintains the interest of the person needing to know the various kinds of life insurance. Some words need defining. Some visuals do not correspond in meaning to the script and others with printed material are not left on screen long enough to be read. Good suggestions given to the prospective buyer. Good review built in. The Student material and teacher's guide increase the instructional value of the program.

OVERALL RATING: Good

INSURE YOURSELF: A GUIDE TO YOUR SECURITY

3 Sound Filmstrips, 28:10 minutes, Color, Sound Series $66.00, 1980
Produced by Ed Dahlin. Distributed by Educational Enrichment Materials
Accompanied by Teacher's guide and script.

EVALUATOR: Kaye Beall

TITLES: #1 AUTOMOBILE INSURANCE - Most people learn to drive before they leave high school. With the pleasure of driving a car comes some serious financial responsibilities. People rely on automobile insurance to meet these financial obligations. The basic types of bodily injury protection and property loss protection are described. No-fault insurance, insurance costs, and governmental regulation of insurers are discussed.

#2 LIFE AND HEALTH INSURANCE - Life and health insurance often play vital roles in our lives, and people spend a significant amount of money for life and health insurance. So that an understanding of the coverage of policies and other costs and benefits of different types of plans, each type of life and health insurance is described. Also explains how health and life insurance plans work, where to keep such policies, and the importance of reviewing one's insurance coverage.

#3 HOME AND RENTERS' INSURANCE - Loss or damage to homes and personal belongings are covered by various types of property insurance. Liability insurance covers policy holders against other peoples' claims of damage or injury caused by the policy holder. Various types of property and liability insurance are described and the importance of such insurance today is discussed. Standard photography with narration.

APL OBJECTIVES: CE-14, 18 H-9

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review

EVALUATION BASED ON LIFE AND HEALTH INSURANCE

COMMENTS: The explanations of the basic types of life and health insurance are simple, clear and detailed. Very good instructional design and technical quality. The lecture narrative and high school actors detract from it's appeal to adults.

OVERALL RATING: Very Good

PERSONAL FINANCE: YOU AND YOUR MONEY

6 Sound Filmstrips, Approximately 90 minutes, Color, Sound, 1975 Produced by Cal Industries, Inc. Distributed by Maclean Hunter Learning Resources. Accompanied by Teacher's guide and The Money Book, a workbook.

EVALUATOR: Kaye Beall

TITLES: #1 THE MONEY GAME - Introduces the entire series through a look at banking. The characters ask the question which banking frequently can answer. How might I get the most out of my financial resources? How might I best keep track of my money?

#2 LIFE ON A BUDGET - "It's tough," says Sarah. "There are lots of things I want, and I'll never have enough money to get them all." Budgeting is a systematic, personal plan that an individual designs, to help her reach personal goals.

#3 CREDIT: BUY NOW/PAY LATER - Joey, Sheila and Cora each explore an avenue of credit. They discuss the types of credit, the user's responsibilities and credit ratings.

#4 TAXES: PAYING FOR AMERICA - Explains taxes in terms of the price paid for a record album: sales tax on the record, taxes paid on the manufacturing materials, and income taxes on the people and organizations that produced it.

#5 INSURANCE: SHARING RISKS - Tom whose father died, Cora with a broken arm, and Giraldo who needs his tonsils taken out dramatize how they are spared some suffering and inconvenience because they were protected by life, automobile or health insurance. The insurance principle of shared risk is explained. Giraldo learns why automobile insurance premiums are so high for young adults.

#6 THE CONSUMER AND THE LAW - Explores many questionable selling practices and counsels buyers to stay rational and buy what they really need and want. Standard photography and drawings with dialogue.

APL OBJECTIVES: CE-3, 4, 10, 16, 17, 18 G&L-5

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment, Review, Testing

EVALUATION BASED ON INSURANCE: SHARING RISKS

COMMENTS: Technical terms are not defined. Visuals are mostly young adults talking to each other - lacks variety. The opening flashbacks are confusing as an introduction. Suggested follow-up activities, research projects and role plays are effective and interesting. The math problems in THE MONEY BOOK are difficult for low level students.

OVERALL RATING: Good

BUYING INSURANCE: WHAT'S THE RIGHT PROTECTION FOR YOU

2 Sound Filmstrips, 35 minutes, Color, Sound, Series $79.50, 1979
Produced and distributed by Guidance Associates
Accompanied by Teacher's guide with script.

EVALUATOR: Kaye Beall

TITLES: Pt. 1 - The basic insurance terms are defined and then illustrated through hypothecical automobile accidents. Eight cost factors of vehicle insurance are detailed. Next, some fundamentals of homeowner's insurance are explored. A conversation between an insurance agent and a young woman points out the importance of renter's insurance and suggests how to purchase it. Pt. 2 - Two friends discuss the need for health insurance and the advantages of a group plan. Terms are defined and simplified. Major Medical mail-order insurance, National Health insurance, and Health Maintenance Organizations are discussed. The last section questions the how, when and why of buying life insurance. The differences between "term" and "whole" life insurance are shown and weighed. Standard photography with narration and dialogue.

APL OBJECTIVES: CE-14, 18 H-9

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review

EVALUATION BASED ON PART 1

COMMENTS: Written for teenagers; however, relevant to adults. Clearly and simply defines and illustrates the insurance terminology. The viewer is left to make the decisions about buying insurance.

OVERALL RATING: Very Good

CE-18

SEE ALSO

CE- 4	Choices And Decisions: Becoming A Wise Consumer
CE- 6	Survival Reading
CE-13	Choosing A Place To Live
CE-14	Your First Car: A Guide To Selecting And Buying Your First Car
H- 8	Managing The Family's Affairs
H- 9	More Than Retirement
H-10	Money Management Filmstrip Library
OK- 6	Succeeding In The World Of Work
G&L- 4	Forms In Your Future

CE-19

CONSUMER ACTION

SERIES: THE CONSUMER EDUCATION SERIES

Sound Filmstrip, 12:45 minutes Color, Sound, $29.00, 1981
Produced by Butterick Publishing. Distributed by Maclean Learning Resources. Accompanied by an Educator's guide and script.

EVALUATOR: Kaye Beall

SYNOPSIS: Shows what to do about defective products and uncooperative merchants. Lisa has bought a blouse which fades the first time she wears it. What steps can Lisa take to get her refund? (1) Complain to the store
(2) Write to the manufacturing company (3) Contact a consumer action group
(4) Go to the Better Business Bureau (5) Try a government agency
(6) Go to Small Claims Court (7) Get media publicity
It takes patience and persistence.

APL OBJECTIVES: CE-19

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment

COMMENTS: Several products pictured in the introduction suggest the program was developed for teenagers. The supplemental activities and worksheets provide a good follow-up.

OVERALL RATING: Good

CE-19

RESPONSIBILITY AND ETHICS

SERIES: THE CONSUMER EDUCATION SERIES

Sound Filmstrip, 11:30 minutes, Color, Sound, $29.00, 1981
Produced by Butterick Publishing. Distributed by Maclean Hunter Learning Resources. Accompanied by an Educator's guide.

EVALUATOR: Kaye Beall

SYNOPSIS: Several customers comment on the reliable hardware store they patronize. A switch to the cartoon of the Swindler's Convention features the swindlers of the year who describe how they practice fraud. Lastly, dishonest practices of customers are examined: price tag switching, returning worn clothing, damaging merchandise and shoplifting. Standard photography and cartoons with interviews.

APL OBJECTIVES: CE-19

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Motivational, Enrichment

COMMENTS: No introduction. Examples and intended audience are teenage. The change to and from the cartoon clearly separate the buyer and seller sequences involving fraud. Good follow-up worksheets. The Swindler's Convention is stimulating and nasty.

OVERALL RATING: Good

***JUSTICE IN THE MARKETPLACE**

5 Sound Filmstrips, Approximately 30 minutes, Color, Sound, Series $57.00 1974. Produced by The Production Group. Distributed by EMC Publishing and Changing Times Education Service. Accompanied by Teacher's guide, review sheet, bibliography and line masters.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

TITLES: In five situations, the consumers must decide which step to take next in their pursuit of consumer redress.

#1 A PLAY ON WHEELS - The automobile manufactures has guaranteed repairs on the Rodney's automobile which is under warranty. However, the Rodney's do not trust the car dealer. What should the Rodney's do?

#2 WASHDAY BLUES - With the help of the Better Business Bureau and MCAP, three young men have been told that the defective pump in their washer will be replaced, but they will have to pay for labor The pump has already been replaced once. What should the guys do now?

#3 WHERE TO NOW? - A television consumer news reporter has been helping Tom in his fight to get his money refunded from a fraudulent correspondence shcool. The state's Office of Consumer Affairs has revoked the school's license, but he will have to go to court to attempt to get his money. What would you advise Tom to do?

#4 YOUR DAY IN COURT - Jerry bought World Literature Today on a sales contract from a door-to-door salesman who hadn't informed Jerry about the finance charge. Jerry took the case to Small Claims Court. If you were the judge, how would you decide the case?

#5 YOU'LL HEAR FROM MY LAWYER - Carol has hired a lawyer to sue the company for damages from a defective coffee pot which shattered in her hand. The manufacturer is willing to settle for $7500 instead of the $50,000 Carol is asking. What should Carol decide? Dramatizations.

APL OBJECTIVES: CE-19 G&L-3
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment

COMMENTS: Very interesting and creatively presented. Each dramatized episode shows a consumer problem the positive action taken to resolve the problem and two possible solutions are offered. Viewers are then asked to discuss the possibilities and conclude what they would do. Discussion breaks are provided and facilitated by use of the teacher's guide. Actors are young adults, but situations apply to any age. Excellent teacher helps.

OVERALL RATING: Very Good

***TYPICAL GYPS AND FRAUDS**

5 Sound Filmstrips, Color, Sound, $57.00, 1973
Produced and distributed by Changing Times Education Service
Accompanied by Teacher's guide, review questions, bibliography and line masters.

EVALUATOR: Kaye Beall

SYNOPSIS: Stan Swell introduces these five typical frauds by describing his use of gyps and frauds at the carnival. The viewer solves the following problems.

- #1 HOW CAN WE GO WRONG? - Four teenagers who want to fix a leaky warehouse basement for a coffee house have a choice between a reliable, local repairman and Cal, a man working down the block, who gives them a good deal but leaves no address or phone number.
- #2 EARN AND LEARN - Joyce and Mark attend a sales presentation for the Associated School of Broadcasting. The representative, Mrs. Collier, is evasive as to details. Joyce decides to check the school out, but Mark wants to decide quickly because Mrs. Collier says there is a limited enrollment.
- #3 JUST OUR LUCK! - Larry and Alice need to buy a rug to cut down noise in their apartment. In response to an advertisement, they find that the item is sold, and they are offered a more expensive carpet on credit. Should they take the salesman's offer?
- #4 A MATTER OF TRUST - Midge and Julie look at sandals in a mail order catalog that Julie wants to buy from the advertisement. Midge takes Julie to a local shoe store to see the same sandals for less. If you were Julie, where would you buy the shoes?
- #5 CASTLES IN THE AIR - Jeff and Sally discuss a new selling program which a door-to-door salesman sold Jeff. The program involves selling natural diet food and body building products and distributorships. Should Jeff invest? Standard photography with dialogue.

APL OBJECTIVES: CE-19

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Enrichemnt, Review, Testing

COMMENTS: Uses teenagers and their examples which are not interesting as case histories to adults. Questions and discussion breaks involve the viewer. Situations are not natural.

OVERALL RATING: Fair

CE-19

SEE ALSO

CE- 4	Living On Your Own Buy It Yourself: A Basic Guide For Consumers
CE- 5	Buying Sight Unseen
CE- 6	The Marketplace
CE- 7	Concerning Young Consumers
CE- 8	Consumer Education: Buying Right The Informed Consumer Consumer At Large
CE-10	Ways To Shop Consumer Advertising
CE-12	Consumer's World - It's Your Decision
OK- 6	Succeeding In The World Of Work
H- 8	Managing The Family's Affairs

ENERGY PROOFING YOUR HOME: HOW TIMES HAVE CHANGED

16mm, 10 minutes, Color, Sound, Free Loan, 1980
Produced by Corporate Energy Conservation Group
Distributed by U.S. Department of Energy

EVALUATORS: Kaye Beall, Logansport ABE Class

SYNOPSIS: A husband and wife list and demonstrate various ways to conserve energy in their home: caulking, weather stripping, storm windows, lower thermostat, insulation, kitchen appliance use, and many others.

APL OBJECTIVES: CE-20

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational

COMMENTS: Demonstrates thoroughly the ways to energy-proof homes yourself. A good introduction for home owners. Actors were stiff and obviously memorized the lines.

OVERALL RATING: Very Good

CE-20

ENERGY: IMPACT ON VALUES AND LIFESTYLE

Sound Filmstrip, Approximately 25 minutes, Color, Sound, $33.00, 1974
Produced and distributed by Current Affairs Films
Accompanied by Discussion guide with script.

EVALUATOR: Kaye Beall

SYNOPSIS: The 1974 shortage brought an end to cheap and abundant energy. Coal, nuclear, solar, geothermanl and tide energy are not satisfactory alternatives. What adjustments must be made to cope with the crisis? Lists several conservation programs. Emphasizes a change in values and attitudes.

APL OBJECTIVES: CE-20

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Motivational, Enrichment

COMMENTS: Out dated as gas is already over $1.00 a gallon, and we have been forced to begin the lifestyle change already. Main points are not clearly stated. Creative visuals, e.g., cars are stacked through time exposures to visualize building.

OVERALL RATING: Fair

MANAGING ON YOUR OWN

10 Sound Filmstrips, 86 minutes, Color, Sound, Series $240.00
Produced and distributed by Walt Disney Educational Media Company
Accompanied by Teacher's guide and spirit masters.

EVALUATORS: Barbara Bevelhimer, Ruby Harrington, Logansport ABE Students

TITLES:
- #1 UNDERSTANDING INCOME TAX - familiarization with income tax forms and general directions for filling out and filing income tax forms.
- #2 INTERPRETING ADVERTISING - evaluating advertising messages, persuasion techniques employed in advertising, and using advertised information.
- #3 UNDERSTANDING CONTRACTS AND WARRANTIES - requirements for a valid contract, warranties and types of contracts.
- #4 USING A NEWSPAPER - the different parts of a newspaper, and what each offers; the benefits of reading a newspaper.
- #5 CARING FOR YOUR CAR - easy-to-perform maintenance, typical trouble signs, and dealing with a mechanic.
- #6 BUYING AUTOMOBILE INSURANCE - types of auto insurance, how to shop for insurance, and how to file a claim.
- #7 USING ENERGY AND UTILITIES WISELY - ways to save energy at home and while driving.
- #8 UNDERSTANDING INTEREST AND FINANCE CHARGES - different kinds of finance and interest charges and how to read a billing statement.
- #9 USING LEISURE CREATIVELY - types of leisure activities and evaluating one's leisure time needs and interests.
- #10 SHOPPING FOR CLOTHES - evaluating one's clothing needs, evaluating clothing construction and care, choosing where to shop. Standard photography with narration.

APL OBJECTIVES: CE-2, 6, 8, 10, 14, 17, 20 CR-3,4 G&L-4
LEVELS: 0-4, 5-8
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Review
EVALUATION BASED ON USING ENERGY AND UTILITIES WISELY

COMMENTS: Presents common knowledge in a lecture-type presentation. Poor instructional design. Main ideas are not introduced or reviewed. Worksheets ask for fact recall. Visuals are of an upper-middle class lifestyle.

OVERALL RATING: Fair

SYSTEMS: AN APPROACH TO CONSUMER EDUCATION

Kit, 16 minutes, Color, Sound, $35.00, 1978
Produced by Cinemakers, Inc. Distributed by J.C. Penny
Accompanied by Guide lines and impact chart.

EVALUATORS: Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

SYNOPSIS: The systems approach is used to introduce consumers to the idea of interdependence in all facets of our daily lives. The kit consists of several components:

#1 A DECLARATION OF INTERDEPENDENCE - George believes that he is merely getting in his car to drive to the drugstore to exchange a tube of toothpaste. The narrator helps George see the entire picture. George looks at several examples of interdependent living and realizes that driving to the drugstore uses gasoline, a resource in short supply, which, increases inflation. He is also reducing his exercise time and adding pollutants to the air. Cartoon.

#2 SYSTEMS - The sound filmstrip is divided in four sections, each followed with discussion.
(a) Systems, What is a System? - Several systems are described and viewers are asked to analyze the interaction of the elements.
(b) Systems, Interrelationships of Biosphere and Ethosphere - The concepts of the biosphere and ethosphere are defined and illustrated.
(c) Systems, Their Behavior - Investigates the ways systems interact and emphasizes the effects of changes in one system on other systems
(d) Systems, Dealing with the Problems - Uses examples which illustrate how individuals influence systems.
Standard photography with narration.

#3 CHALK TALKS
(a) Mapping Systems - blank transparencies are used to map examples of interdependent systesm.
(b) Charting Impact - The "Impact Chart" poster is used as a model for discovering the impact of one event on other systems and subsystems.
(c) Analyzing Implications - Participants develop their own impact chart based on an example and the decisions made about that example.

#4 SYSTEMS STRATEGIES - The nine activity sheets, which focus on the use of energy, help the participants explore alternatives for the future.

APL OBJECTIVES: CE-7, 20

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment, Review, Testing

COMMENTS: Due to its complicated nature and the emotional attitudes toward it, the subject of energy conservation seems difficult for teachers to present to students. The information dwells on values and attitudes rather than the practical techniques of energy conservation. Unique, interesting visuals and activities.

OVERALL RATING: Fair

WAYS OF OUR WORLD

6 Sound Filmstrips, 3 hrs., Color, Sound, Series $150.00, 1973
Produced and distributed by Learning and Information, Inc.
Accompanied by the Narration scripts and suggestions for types of learning activities.

EVALUATOR: Kaye Beall

TITLES: #1 THE GENERATION GAP: GAPING RIFT OR POWER STRUGGLE? - The "generation gap is a struggle between the generation having maturity and power and the one reaching this stage. Explores the causes of the "generation gap"-the attitudes necessary for greater tolerance.

#2 CO-WORKERS AND SCHOOLMATES: YOU NEED THEM: LEARN TO ACCEPT THEM Because our co-workers and schoolmates are largely determined by circumstance, this program suggests ways of improving interpersonal relationships.

#3 WORK: WE CAN'T TAKE OR LEAVE IT, SO LET'S TAKE IT BETTER - Discusses work in foreign, primitive, past, and industrialized societies. Suggests attitudes toward work which would improve the quality of today's life.

#4 ECOLOGY: PLANETARY HOUSEKEEPING - Ecology is defined as planetary housekeeping. Describes how man's technology has created imbalances or pollution in the earth's ecosystem. Considers the results of this pollution on our bodies. We are caretakers of this earth, we are encouraged to change our attitudes.

#5 MISS, MS., MRS. - MYSTERY: The Present and Future Status of Woman - Introduces the changes that are being made of the woman's role in society. It gives some examples of working women and raises the question of the Equal Rights Amendment.

#6 AGING: ALWAYS AN AGONY? - Aging is a part of the natural process of living. It discusses some of the problems of the aging and describes some of the present solutions.

APL OBJECTIVES: CE-20, H-8, 12 OK-6, 8
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Motivational
EVALUATION BASED ON ECOLOGY: PLANETARY HOUSEKEEPING
COMMENTS: Attempts to change attitudes at a personal level by using examples from day-to-day life in the home, e.g., composting garbage. Uses creative visuals and background noises. It is difficult to separate the important points. Standard photography and copies of art work.
OVERALL RATING: Very Good

CE-20

SEE ALSO

G&L- 3 Youth And Law

EVERYDAY WRITING SKILLS

SERIES: LIFESKILLS

4 Sound Filmstrips, 46:55 minutes, Color, Sound, Series $35.00, 1980
Produced and distributed by Society for Visual Education, Inc.
Accompanied by Teacher's manual and skill extenders.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

TITLES: #1 APPLYING FOR A JOB - Discusses the various methods by which jobs are advertised and how to go about applying for them - step-by-step process of filling out a job application, the function and writing of the letter of application, detailed explanation of the content of the resume and the correct way to address a business letter.

#2 WRITING A BUSINESS LETTER - Among the many reasons for needing to know how to write a business letter are: to make a complaint, to order a product, to request information. Construction of the letter, addressing the envelope, and proof reading the finished product are skills covered. The detailed information about writing a letter of complaint shows students how to make themselves heard and taken seriously. A young woman who uses a hair coloring product with disasterous results provides the story line to present the steps for writing a letter or complaint.

#3 WRITING MESSAGES AND DIRECTIONS - Explains the mechanics of message-taking, memo-writing and writing instructions and directions. Viewers are required to practice these skills. Humorous examples of what can happen when a phone message is taken and directions are written down without all the important facts are presented.

#4 FILLING OUT FORMS - Whether it is a loan, a social security card, a job, or a credit card that is being sought, everyone is occasionally faced with the task of filling our forms. The importance of careful reading and following directions is emphasized, as is taking one's time and asking for help when necessary. Standard photography with narration.

APL OBJECTIVES: CE-21

LEVELS: 5-8, 9-12

GROUPINGS: Small Group

LESSON PLAN USES: Instructional, Enrichment

COMMENTS: Some very good ideas for writing letters of complaint are given using an exaggerated humorous incident. Visuals of sample business letters use black backgrounds with typed white letters highlighted to illustrate the part being discussed. There are no margins on the letters used and no attempt to teach punctuation. These are very difficult to see. To be instructional, this audiovisual must be used with the accompanying guide and seven student worksheets.

OVERALL RATING: Good

SEE ALSO

OK- 5 Job Interview: Step-By-Step
Practical Job Skills

CR- 4 Tables And Directories

OCCUPATIONAL KNOWLEDGE

GOAL: To develop a level of occupational knowledge which will enable adults to secure employment in accordance with their individual needs and interests.

PERFORMANCE OBJECTIVES:

OK-1 To identify sources of information which may lead to employment.

OK-2 To be aware of vocational testing and counseling methods which help prospective employees identify job interests and qualifications.

OK-3 To be aware of occupational categories in terms of on-the-job activities and job experience required.

OK-4 To understand the differences among commerical employment agencies, government employment agencies and private employers.

OK-5 To prepare for job applications and interviews.

OK-6 To know the attitudes and behaviors which are important to the maintenance and upgrading of employment.

OK-7 To know the financial and legal aspects of employment.

OK-8 To understand aspects of employment, other than financial, which would affect the individual's satisfaction with a job.

OK-9 To be aware of the services which are available to unemployed persons and to be able to implement various strategies which will reduce the stress of unemployment.

OK-10 To develop an understanding for retirement and to be able to deal effectively with it.

JOB HUNTING: WHERE TO BEGIN

2 Sound Filmstrips, 22 minutes, Color, Sound, Series $79.50, 1972
Produced and distributed by Guidance Associates, Inc.
Accompanied by Teacher's guide.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

TITLES: #1 LOCATING JOB OPPORTUNITIES - High School Students are presented with the steps necessary to locate job opportunities. Attitudes toward job hunting are given also. Steps presented are: (1) Decide what you want in a job and then go after it. Display confidence in your abilities. (2) Make a list of job openings using the help of guidance counselors, want ads, employment agencies, civil service and local youth opportunity centers.

#2 MAKING CHOICES - Guidance Counselor and his class work on three typical problems that might come up during the first job search. Ken and Jim, don't know how to deal with their feelings of powerlessness during the job interview. Laura Sanchez is being pressured to accept a job immediately. She is more interested in a pending job. How can Laura put off the decision for a few days. Mike has to make a choice between jobs - assistant to the owner of a tiling company and working in a small travel agency. Standard photography with narration and dramatization.

APL OBJECTIVES: OK-1, 4, 5

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational

EVALUATION BASED ON LOCATING JOB OPPORTUNITIES

COMMENTS: Directed toward students in high school in large cities. Pictures, language and content all involve teenagers looking for their first job. Some information does not apply to adults. Visuals showing reading material ie. newspaper want ads - not highlited nor displayed long enough to be read by viewer. Narration fast.

OVERALL RATING: Fair

THE JOB OF JOB HUNTING

2 Sound Filmstrips, 25 minutes, Color, Sound, Series $89.00 1982
Produced by Skylight Productions. Distributed by Sunburst Communications
Accompanied by Teacher's manual.

EVALUATORS: Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

TITLES: #1 FACING THE PROBLEM - Cheryl and Don, recent high school graduates, are starting to job hunt. Easily discouraged and fearful of rejection, Cheryl has set up negative behavior problems. Rita breaks in on Cheryl's fantasy and suggests that Cheryl see the high school counselor. Mr. Benson identifies Cheryl's skills and interests and helps her structure the job hunt. Don, unlike Cheryl, is eager to find a job using his food service training. Don knows how to contact employers through want ads, the telephone book and the Job Service. Don eventually has two offers to choose from. Cheryl is also successful after taking a job-hunting course at the YWCA.

#2 EXPLORING THE RESOURCES - Ritchie hopes a union training program will accept him, but he also uses classified ads, direct company contacts, and the government job service. Ritchie leaves a resume with each potential employer. Pat uses a private employment agency to find a job as a medical technician. However, most jobs are obtained through personal contacts. Aaron and Sally demonstrate a system called networking which depends on personal style, sensitivity, and effective telephone communication. Aaron develops a resume and contacts relatives and friends. Sally finds 3 people in the hotel business, her field on interest. Standard photography with narration and interviews.

APL OBJECTIVES: OK-1, 2, 4, 5
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment

COMMENTS: The networking approach is intriguing and thoroughly covers the approaches to finding a first job. Uses young adults as the characters. The case history approach creates interest and emphasizes the main ideas. The important points are listed on the screen. Guide suggests applying networking to viewer's situation. Very well produced!

OVERALL RATING: Very Good

ME AND JOBS

5 Sound Filmstrips, Color, Sound, Series $118.00, 1979
Produced and distributed by Educational Design, Inc.
Accompanied by Teacher's guide.

EVALUATOR: Kaye Beall

TITLES: #1 WHAT DO I HAVE THAT A JOB NEEDS - Each person possesses ten individual qualities that some job or employer could use: personality characteristics, physical aptitude, likes, talents, hobbies, academic skills, advanced school skills, skills learned at home, location, personal contacts. Starts students on road to discovering themselves.

#2 THE JOB ENVIRONMENT AND ME - A particular job environment may be defined as to the kind of work done, the surroundings, the average routine, coworkers, etc. A sampling of job environments is considered: office jobs, factory jobs, jobs in the military and jobs in construction.

#3 WANT ADS - Analyzes a sampling of want ads which offer jobs: arrangement of want ads, listings by qualifications and abbreviations.

#4 APPLICATION FORMS - Lists what one needs to know about application forms in order to fill them out correctly: basic organization and four main sections, the meanings of special words often used on the form, and the personal information applicants should be prepared to give.

#5 JOB INTERVIEW SKILLS - Tips on handling oneself in a job interview: setting up an appointment, preparing for the interview, good personal appearance and the actual interview. Standard photography with narration.

APL OBJECTIVES: OK-1, 2, 5, 8

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Instructional, Review

EVALUATION BASED ON WANT ADS

COMMENTS: Contains valuable information for the first time, adult job seeker though written for and performed by teenagers. Lacks review of main points and follow-up activities for performance assessment. Many photographs are light.

OVERALL RATING: Good

SEE ALSO

OK- 2	Finding Your Job
OK- 3	Opportunity
OK- 5	Getting A Job Job Interview: Step-By-Step I Want A Job Practical Job Skills
OK- 6	Careers: Basic Skills For A Changing Succeeding In The World Of Work
OK- 8	Exploring Career Decision-Making
CR- 1	Entering The World of Work

CAREER DOORS

2 Sound Filmstrips, Approximately 25 minutes, Color, Sound, 1981
Produced and distributed by Ft. Wayne Women's Bureau, Inc.
Accompanied by Teacher's guide with acript.

EVALUATORS: Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

TITLES: Career Doors documents the life experiences of seven adults who re-entered the educational system after recognizing that it would provide an opportunity for growth. The three men and four women identify the obstacles and supports they encountered and relay their versions of their own personal success.

- #1 CAREER DOORS: RE-ENTRY MEN - Sam, Adrian and Tim state their reasons for leaving high school and why they returned to school later. Through goal-setting and employment planning, Sam is studying auto body repair; Adrian plans a career in computer technology; and Tim is a mental health counselor.
- #2 CAREER DOORS: RE-ENTRY WOMEN - Four displaced homemakers describe their personal stories of self-discovery, goal setting and employment planning. Marge, Lorena, Irene and Mary are seen working in businesses and schools.

APL OBJECTIVES: OK-1, 2, 6 CR-1
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Motivational, Enrichment
EVALUATION BASED ON CAREER DOORS: RE-ENTRY MEN

COMMENTS: An excellent motivator for adult students. The personal histories of the young men make it easy to identify with their feelings and problems. It evokes an emotional interest in them. The points are clearly made with the slamming doors. The follow-up activities involve the viewer in thinking through his/her own life. Some visuals are dark and hard to see. Adrian's voice is hard to understand.

OVERALL RATING: Very Good

*FINDING YOUR JOB

6 Sound Filmstrips, 72 minutes 40 seconds, Colro, Sound, Series $102.00, Each $25.00, 1972. Produced by Educational Direction, Inc. Distributed by Eye Gate Media. Accompanied by a Summary, bibliography, and discussion questions at the end of filmstrip and cassette.

EVALUATOR: Kaye Beall

TITLES: #1 WORKING FOR SOMEONE ELSE - Envision before taking a job what the job will be like and where it will lead to. Don't take a job because it is easy or pays well. An overview of job responsibilities and maintenance.

#2 WHAT CAN YOU DO? - Encourages a careful study of your interests and skills so that these may be matched to the jobs available. Use job counseling.

#3 JOB SHOPPING - Lists the many places for finding job information and shows how to prepare a resume.

#4 THE JOB INTERVIEW - The job interview is a crucial step in getting a job. The key to a good interview is preparation (know yourself, have a copy of resume, and anticipate the interviewer's questions). Let the interviewer set the pace.

#5 GETTING A BETTER JOB - Change to a job that gets you closer to your career toal, if you have one, or to one that pays more or you enjoy more. What factors effect your job satisfaction?

#6 FINDING A CAREER - Look at the factors of job satisfaction (pay, time at work, interests and skills) in setting a career goal and sub-goal.

APL OBJECTIVES: OK-1, 2, 3, 5, 6

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review

EVALUATION BASED ON WHAT CAN YOU DO?

COMMENTS: Produced to instruct teenagers as first-time job seekers. Boring! The visuals are all faces; the narration is a monologue lecture. Standard photography with narration.

OVERALL RATING: Fair

ON-THE-JOB TRAINING: FOUR CASE STUDIES

SERIES: THE JOB ATTITUDE SERIES
4 Sound Filmstrips, 30 minutes, Color, Sound, 1971
Produced and distributed by Guidance Associates, Inc.
Accompanied by Discussion guide and script.

EVALUATOR: Kaye Beall

TITLES: #1 ADVANCED VOCATIONAL EDUCATION - Tom Elbe is enrolled in a two-year course in Hotel and Restaurant Technology. Tom and his Dean describe the curriculum and the advantages of advanced vocational education.

#2 APPRENTICESHIP - Arthur Stoudemire became an apprentice machinist repairman after being discharged from military service. Arthur describes machine training, fieldwork, intership and working alone. At the end of the training period, the apprentice becomes a journey man.

#3 UPGRADING - After Vivian Noble quit school and became a housewife and mother she wanted to go to work. She got a job as Nurse's Aide in a city hospital. She became aware of the upgrading programs available. Vivian passed her High School Equivalency Exam and began the Licensed Practical Nursing Program. Vivian may continue school to become a Registered Nurse.

#4 ON-THE-JOB TRAINING - Louis Xavier is completing an on-the-job training program at the utility company. The academic program is followed by work in the field. As Louis progresses in his job, he will be eligible for promotion. Standard photography with interview.

APL OBJECTIVES: OK-2, 3

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Motivational, Enrichment

EVALUATION BASED ON APPRENTICESHIP

COMMENTS: Viewer involvement is enhanced as the characters describes their training in their own trades. The supplementary materials detail the content of the training program described. Pictures mainly of faces and machines. The case histories limit viewer participation.

OVERALL RATING: Good

SELF-ASSESSMENT: A TOOL FOR CAREER DECISION

3 Sound Filmstrips, 37 minutes, Color, Sound, Series $119.00, 1982
Produced by Skylight Productions. Distributed by Sunburst Communications

EVALUATORS: Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

TITLES: #1 WHY SELF-ASSESSMENT? - Three young adults examine their interests, aptitudes, temperaments and values in an effort to articulate their vocational choices, demonstrating the role of self assessment in making good life decisions.

#2 A PERSONAL INVENTORY - The four elements of self-assessment are defined and explored through the examples and analysis of six teenagers. These elements are interests, aptitudes, temperament and values.

#3 CAREER OBJECTIVES - Kim and Anthony evaluate their situation and themselves and make vocational decisions. Kim, realistically, focuses on her positive qualities and confidently makes decisions. Anthony, in the fantasy stage, takes a negative view of himself and needs help to determine a career. Demonstrates the use of the Holland hexagon. Standard photography with narration and dramatizations.

APL OBJECTIVES: OK-2
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment, Review
EVALUATION BASED ON A PERSONAL INVENTORY

COMMENTS: The use of teenagers limits the applicability to young adults. Emphasizes the value of self-assessment and includes more than the typical aptitude and interest tests. Very good instructional tool, especially discussion breaks and follow-up activities. Viewer must analyze himself. Very good technically. May be unrealistic and misleading for the person who desperately needs any job.

OVERALL RATING: Good

OK-2

SEE ALSO

OK- 1	The Job Of Job Hunting Me And Jobs
OK- 3	Career Decisions: Finding, Gatting And Keeping A Job Disney's Career Planning Program Choosing A Vocation Opportunity
OK- 5	Job Interview: Step-By-Step Practical Job Skills
OK- 6	Careers: Basic Skills For A Changing World Succeeding In The World Of Work
OK- 8	Exploring Career Decision-Making
H- 8	Time Of Your Life: A Systematic Approach To Decision-Making
CR- 1	Entering The World Of Work

CHOOSING A VOCATION

Sound Filmstrip, Produced by Infovision, Inc. Distributed by Current Affairs Young World. Accompanied by Discussion guide.

EVALUATOR: Kaye Beall

SYNOPSIS: These high school seniors reflect on what they will do after graduation. How does one choose a career? - Contact the guidance counselor; Interview people in the profession, e.g., beautician, electrician, plumber, auto boyd mechanic, real estate broker, nurse, painter; Write to licensing agencies; Take a part-time job. Standard photography with narration and interviews.

APL OBJECTIVES: OK-2, 3

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment, Review

COMMENTS: Emphasizes the importance of the middle-class, white, high school student making career decisions. Poor organization is manifested in the lack of repetition and cuing plus a confusion of ideas.

OVERALL RATING: Fair

OK-3

*CAREER DECISIONS: FINDING, GETTING AND KEEPING A JOB

Kit, Color, Sound Free Loan, 1971. Produced by Mazin-Wyckoff Co. Distributed by J.C. Penny. Accompanied by Kit guide, discussion questions and follow-up activities.

EVALUATOR: Kaye Beall

TITLES: #1 WHAT'S MY LINE - (Cassette/Worksheets) Seven career people describe their work attitudes.

#2 HUNG UP OR HAPPY HOW COME - (Sound Filmstrip) Parents, peers, the social structure, location, talents, the job market, values, needs and self-concept affect one's career.

#3 WHO'S YOU (Worksheet) Questionaire defining user's strengths and weaknesses.

#4 GETTING YOU AND THE JOB TOGETHER - (Sound Filmstrip) Using the photographic field as an example, lists the ways to get career information and possibilities.

#5 JOB DESCRIPTIONS AND APPLICATIONS - (Worksheets) Six sets of interview role plays and instructions for completing a job application and preparing a resume.

#6 JOB RESPONSIBILITIES - (Transparencies) Situations depicted for discussing job attitudes.

APL OBJECTIVES: OK-2, 3, 5, 6, 8

LEVELS: 5-8, 9-12 (0-4 with reading help)

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment

COMMENTS: Examples and fashions are from the high school environment. Excellent teaching tool. Very creative production, particularly the visuals.

OVERALL RATING: Very Good

DISNEY'S CAREER PLANNING PROGRAM

12 Sound Filmstrips, 100:15 minutes, Color, Sound, Series $290.00, 1977
Produced and distributed by Walt Disney Educational Media Company
Accompanied by a Teacher's guide and spirit masters.

EVALUATOR: Kaye Beall

TITLES:
#1 INTRODUCTION: WHY CAREER PLANNING? - Introduces the subject of career planning and helps the viewer focus on his/her feelings and attitudes about the subject.
#2 HOW CAREERS INFLUENCE LIFESTYLES (and Vice Versa) - Puts career planning in the perspective that is really life planning.
#3 HOW TO BEGIN YOUR PERSONAL CAREER PLAN - Discusses functional, work-related and self-management skills and shows the viewer how to identify his/her own skills.
#4 SIX INTEREST AREAS: WHERE DO YOU FIT? - Examines the importance of interests in formulating a career plan and shows how to focus on personal areas of interest.
#5 CAREER CLUSTERS: UNDERSTANDING THE OPTIONS - Reinforces the importance of career planning and uses the technique of career clustering to illustrate how a wide variety of skills can be utilized in any interest area.
#6- #11 CAREER INTEREST AREAS - A young person visits with three employees of Walt Disney World as they describe their job and their training.
#6 THE INVESTIGATORS - An environmental scientist, a telephone company accountant and a hotel manager are people who like to observe, learn, analyze, evaluate and solve problems.
#7 THE DOERS - People who are athletic, mechanically inclined and like to work with tools, plants or animals, perferably outdoors.
#8 THE INFLUENCERS - People who like to influence, persuade, lead or manage people for financial gain or organizational goals.
#9 THE HELPERS - People who are skilled with words and like to inform, teach or cure people.
#10 THE ORGANIZERS - People who like to work with data or figures, handle detail, and follow through on instructions.
#11 THE CREATORS - People who are artistic, innovative, and like working in unstructured situations using their imaginations and creativity.
#12 CAREER PLANS IN ACTION: THE FIRST JOB - Shows how to use what has been learned about the person and his skills and interests to obtain that first job.

APL OBJECTIVES: OK-2, 3, 5
LEVELS: 0-4, 5-8
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment
EVALUATION BASED ON CAREER INTEREST AREA 1: THE INVESTIGATORS

COMMENTS: High School Students visit the employees of Walt Disney World. An impressive variety of jobs in one area stimulates the user to investigate the career opportunities. The production is weak in emphasizing and repeating the important points. The spirit masters help the user clarify his job interests. The visuals are ineffective as we see the same person in dialogue all the way through but with different gestures.

OVERALL RATING: Good

OK-3

VOCATIONAL SKILLS FOR TOMMORROW

6 Sound Filmstrips, 66:38 minutes, Color, Sound, Series $119.00, 1975
Produced by Bilingical Educational Service, Inc.
Distributed by Random House. Accompanied by Filmstrip guide.

EVALUATORS: Terry Abbott, Viola Baker, Barbara Bevelhimer, Julie Rife, Margaret Steinacker

TITLES: #1 A NEW WORLD OF JOBS - Scientific and technological progress has greatly changed the jobs needed today. Learning and training for these new jobs is called Vocational Education. An overview of the following filmstrips are given

#2 BUSINESS AND CLERICAL VOCATIONS - Presents several business and clerical vocations: clerk-typist, secretary, accountant and management.

#3 COMMERICAL AND GRAPHIC ARTS - Commerical design is the very core of advertising. An advertisement may be created by one or several of these persons in commerical and graphic arts: commercial artist, commerical designer, photographer, paste-up artist and printer.

#4 COMMUNICATIONS AND INFORMATION TRADES - Describes many of the vocations available to people in radar, radio, television and computer trades.

#5 CONSTRUCTION AND MANUFACTURING TRADES - Organized around the main ideas, the film presents information about the construction trade, the manufacturing trade and the training requirements for entering those trades. Presents in order of execution the major steps in constructing a house or apartment and associates each step with a specific construction job. Identifies several trades related to industrial manufacturing as the process is followed from blueprint stage to finished product. Describes training needs for the two trades including technical study, union membership, apprenticeships and journeyman training.

#6 HEALTH AND MEDICAL VOCATIONS - Advances in science have revolutionized our knowledge of diseases and their cures. Many technical skills are needed in health care systems. Many health and medical vocations are described along with the training required. Standard photography with narration.

APL OBJECTIVES: OK-3
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Enrichment
EVALUATION BASED ON CONSTRUCTION AND MANUFACTURING TRADES

COMMENTS: A very general overview of the industries and related jobs. Some responsibilities are mentioned but personal qualifications and aptitudes suited to each job are not given. Shows relation of each part to the whole but does not give detailed information about specific jobs. Some visuals blurred. Useful to adults exploring vocations.

OVERALL RATING: Good

OPPORTUNITY

8 Sound Filmstrips,/Workbook, Approximately 20 minutes ea., Color, Sound, Series $199.00, 1976.
Produced and distributed by Scholastic Magazines, Inc.

EVALUATOR: Kaye Beall

TITLES: #1 INTERVIEW: WHAT CAN YOU SAY? - The viewer participates in a job interview by answering an on-screen interviewer. Why do you want this job? What experience do you have? Salary?

#2- #6 These five filmstrips explore 15 careers by talking to individuals who perform these jobs. They describe their job, their tools, the working conditions, similar careers and their feelings.

#2 AT WORK: Respiratory Therapist, Photographer, Trucker
#3 AT WORK: Soil Conservationist, Computer Analyst, Restaurant worker
#4 AT WORK: Interior Designer, Commerical Fisher, Builder
#5 AT WORK: Park Naturalist, Assembly Line Supervisor, Dry Cleaner
#6 AT WORK: Salesperson, Disc Jockey, Customs Agent
#7 ON-THE-JOB - Describes common on-the-job situations, problems and pressures. Viewer role plays to the on-screen actors.
#8 INTERVIEW: WHAT CAN YOU SAY? - Interviewer asks very concrete questions to show the knowledge gained. Related activities are found in the workbook. Standard photography with dialogue.

APL OBJECTIVES: OK-1, 2, 3, 4, 5, 6, 8

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Motivational, Enrichment, Testing

COMMENTS: Teenagers are pictured in the filmstrips and logbook; However, this series demands a large amount of learner participation (role-playing, interviews), which is relevant to adults exploring careers and interviewing for jobs. A variety of photographs, largely of faces, are interesting because collages, croppings and shadings are mixed with standard shots. The logbook is too difficult for low-level students to use individually.

OVERALL RATING: Very Good

OK-3

SEE ALSO

CE-16	All About Banking
OK- 2	Finding Your Job On-The-Job Training: Four Case Studies
OK- 5	Preparing For The Interview Goofy Goes To Work Practical Job Skills
OK- 6	Careers: Basic Skills For A Changing World
OK- 8	Exploring Career Decision-Making
H- 8	You And Your Job Interview

SEE

OK- 1 The Job Of Job Hunting
Job Hunting: Where To Begin

OK- 3 Opportunity

OK- 5 Getting A Job
Job Interview: Step-By-Step
I Want A Job
Practical Job Skills

··GETTING A JOB

12 Cassettes/ Workbook, 149 minutes, Sound $149.00, 1975
Produced by Educational Resources, Inc.
Distributed by Educational Design, Inc.
Accompanied by Teacher's guide and interview, discussion questions.

EVALUATOR: Kaye Beall

SYNOPSIS: Prepares the job seeker for the job search and the job interview. The lesson tapes teach skills needed for agency interviews, interview contacts, application forms and vocabulary and interpersonal communication. The discussion tapes present actual interviews and situations.

APL OBJECTIVES: OK-1, 4, 5

LEVELS: 5-8, 9-12 (0-4 with reading help)

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Enrichment

EVALUATION BASED ON SELLING YOURSELF

COMMENTS: Intended for first-time job seekers. Uses real-life situations and people for taping. The worksheet questions emphasizes the main points.

OVERALL RATING: Good

OK-5

··JOB INTERVIEW: STEP BY STEP

Cassette/Workbook, Sound, $14.95, 1979. Produced by Interpretive Education. Distributed by Maclean Hunter Learning Resources Accompanied by Instructor's guide.

EVALUATOR: Kaye Beall

SYNOPSIS: An employer, George Wilson, conducts eight exercises on job interviewing for the learner:
(1) Proving that one wants the job and can do the work
(2) Identifying interests and goals
(3) Job Searching
(4) Reading the want ads
(5) Mentally and physically preparing for the interview
(6) Sample interview questions
(7) Bad interview behavior
(8) Helpful hints for a convincing interview

APL OBJECTIVES: OK-1, 2, 4, 5 CE-21

LEVELS: 0-4

GROUPINGS: Individual

LESSON PLAN USES: Instructional, Enrichment, Review

COMMENTS: This practical, simplified approach to interviewing covers the basics well. The built in paycheck incentive encourages the learner to complete the exercises carefully. The workbook has a variety of problems for each section. Review sections allow for testing. George Wilson, the narrator, has a southern drawl and a tough attitude.

OVERALL RATING: Very Good

GOOFY GOES TO WORK

6 Sound Filmstrips, 35:30 minutes, Color, Sound, Series $149.00, 1976
Produced and distributed by Walt Disney Educational Media Company
Accompanied by a Teacher's guide.

EVALUATORS: Kaye Beall, Ruby Harrington

TITLES:

#1 BEFORE THE SEARCH BEGINS - Lists the broad categories of work and levels of employment within our industry. Contrasts wages and salaries. Explains how to analyze the local job market. Emphasizes the importance of considering job preferences and skills.

#2 MAKING AN APPLICATION - Goofy gathers the necessary records and documents to fill out a job application, accurately completes an application form and takes an employment test. Emphasizes a neat appearance.

#3 THE INTERVIEW - Goofy prepares for an effective interview: researches the company, prepares a resume, "role plays" the interview and anticipates the common interview questions.

#4 WHICH JOB'S BEST FOR YOU - Goofy assesses the combined value of wages and benefits, the advantages and disadvantages of union membership, the working conditions and overall job satisfaction.

#5 MAKING A GOOD IMPRESSION ON THE JOB - Goofy demonstrates the importance of dressing neatly, following directions, maximizing personal productivity and avoiding bad habits while on-the-job. Goofy learns how to apply for a promotion.

#6 CHANGING JOBS - Considers a voluntary job change. Lists reasons for losing a job. An exit interview provides the opportunity for discussing one's past performance, learning of job opportunities in other companies and obtaining an exit letter. The new job search begins.

APL OBJECTIVES: OK-3, 5, 6, 7, 8, 9

LEVELS: 0-4, 5-8

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Review

EVALUATION BASED ON MAKING AN APPLICATION

COMMENTS: If Goofy can do it, you can do it! A ridiculous emphasis on neatness. Makes it seem all right to be nervous and gives good advice. Effectively emphasizes main points, but little repetition. Excellent animation.

OVERALL RATING: Good

OK-5

I WANT A JOB

15 Transparencies, B/W, Set $30.30, 1964
Produced and distributed by United Transparencies, Inc.
Accompanied by Teacher's guide and workbook.

EVALUATOR: Kaye Beall

SYNOPSIS: Includes Social Security card applications, locating a job, job applications, interviewing and work permits. Line drawings and forms.

APL OBJECTIVES: OK-1, 4, 5

LEVELS: 0-4,

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review

COMMENTS: Very simple, basic introduction to filling out the forms. Viewers are asked to practice. Slow and uninteresting.

OVERALL RATING: Fair

OK-5

*APPLICATIONS AND FORMS SERIES

5 Sound Filmstrips, Workbook, Color, Sound, Series $104.95 W/O 20 Workbooks, 1973. Produced and distributed by Interpretive Education
Accompanied by brief Instructor's guide.

EVALUATOR: Kaye Beall

SYNOPSIS: Examines a job application form in detail by defining the various sections and giving step-by-step instructions for completion. Also covers work permits, social security applications and selective service cards. The workbook provides practice exercises. The five sections are:

(1) What Is An Application?
(2) Personal Data Section
(3) Educational Data Section
(4) Personal References
(5) Work Permit, Social Security, Selective Service Card

Drawings and standard photography with narration.

APL OBJECTIVES: OK-5

LEVELS: 0-4,

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional

COMMENTS: Very slow and carefully repeats skills. A very brief introduction doesn't prepare the learner. No instructions for using the workbook. The workbook applications are abbreviated and allow for ample progress assessment. A complete job application form can be used as a review test.

OVERALL RATING: Good

*JOB INTERVIEW SKILLS

3 Sound Filmstrips, 39 minutes, Color, Sound, Series $119.00, 1981
Produced and distributed by Sunburst Communications.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

TITLES: #1 GETTING READY - A job interview is any situation where the applicant and the interviewer are examined. The importance of a good attitude and preparation are stressed and illustrated with dramatizations.

#2 GETTING THROUGH THE INTERVIEW - Tips for successful interviewing with prospective employers are first narrated then dramatized by three young people seeking jobs. Each dramatization is followed with discussion questions to be answered with projector turned off. Interviewing helps given include making a good impression, speaking clearly with enthusiasm, expanding answers to include favorable information, answering "tricky" and illegal questions and handling uncomfortable situations. An interview is to be viewed as an opportunity no matter what the results.

#3 CASE STUDIES: INTERVIEW SITUATIONS - Three difficult interview situations are dramatized: stressful interviewing, non-traditional job and tricky questions. The viewers are asked to respond to each situation.

APL OBJECTIVES: OK-5
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Review
EVALUATION BASED ON GETTING THROUGH THE INTERVIEW

COMMENTS: Interesting presentation of valuable information. Well organized around important points. Guide and discussion questions on film involve learner and review content. Although actors are young people, the jobs they seek are in the adult world: paste-up artist, assistant inventory manager and emergency medical technician. Role plays and additional activities in guide.

OVERALL RATING: Very Good

PRACTICAL JOB SKILLS

6 Read-a-long books, Sound, Series $89.00, 1981
Produced and distribed by EMC and Changing Times Education Service
Accompanied by Teacher's guide and workbook.

EVALUATOR: Kaye Beall

TITLES: #1 GETTING READY TO WORK - With the help of friends, Garry McBride, a near dropout in high school, learns to develop a positive self-image, determines his best capabilities for a career, and plans wisely for job hunting. The workbook is designed so that the user can follow Garry's steps in finding a career.

#2 FINDING A JOB - Nancy Morales, looking for her first job as a clerical worker has been relying exclusively on private employment agencies. A friend explains networking: contacting friends and potential employers, using the State Employment Office and want ads. The user sets up a job hunting program in the workbook.

#3 FILLING OUT APPLICATION FORMS - Billy Lee Evans leaves his hometown to apply for a job in Chicago. It is a deadend lead which encourages Billy to team with Howard and Rick in the job hunt. An acquaintance offers practical advice on filling out job applications, a stumbling block for all three. All find jobs. Extensive practice in filling our applications is provided in the workbook.

#4 INTERVIEWING FOR JOBS - Job interviewing is Nelvah Barlow's worst enemy as she fails to prepare physically and emotionally for interviews and breaks all the behavior rules. Nelvah's friend, mother and job counselor can't help her because of the belligerent attitude. After several bad interviews, Nelvah refuses job counseling help and sits at home. Fifteen interview situations are presented for analysis in the workbook.

#5 STARTING A NEW JOB - Tony Quintero begins a new job as a clerk in the warehouse of a publishing company. The first day, Tony learns about personnel processing. He also asks questions about his job duties, hours and pay, and the common payroll deductions. Fringe benefits are explained. Tony's grandfather lectures him on his responsibilities to the job. The workbook provides practice with typical employee forms, payroll deductions and budgeting and gives tips for getting along on the job

#6 KEEPING AND CHANGING JOBS - Karen Holt, dissatisfied with her job as a sales clerk learns about job security as the store is forced to close due to shoplifting and dishonest employees. Karen looks ahead to new job possibilities and training. The workbook lists ten good work habits and attitudes and explains establishing goals and facing unemployment.

APL OBJECTIVES: CE-4, 21 OK-1, 2, 3, 4, 5, 6, 7, 8, 9

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Testing

COMMENTS: Deals with both the technical skills of job hunting and working; also discusses values. Evokes an emotional involvement with realistic situations and people. Aimed at first-time job seekers and high school students. Excellent instructional design.

OVERALL RATING: Very Good

OK-5

SEE ALSO

CE-21	Everyday Writing Skills
OK- 1	The Job Of Job Hunting Job Hunting: Where To Begin Me And Jobs
OK- 2	Finding Your Job
OK- 3	Career Decisions: Finding, Getting and Keeping A Job Disney's Career Planning Program Opportunity
OK- 6	Careers: Basic Skills For A Changing World A Job That Goes Someplace Succeeding In The World Of Work
OK- 8	Exploring Career- Decision-Making
CR- 1	Entering The World Of Work
G&L- 4	Forms In Your Future
H- 8	You And Your Job Interview

CAREERS: BASIC SKILLS FOR A CHANGING WORLD

10 Filmstrips, 72:55 minutes, Color, Sound, Series $240.00, 1977
Produced and distributed by Walt Disney Educational Media Company
Accompanied by Teacher's guide and spirit masters.

EVALUATOR: Kaye Beall

TITLES: #1 PREPARING FOR A CAREER: ACADEMIC SKILLS - Several young adults discuss these concepts or skills among themselves as they begin their careers. Examples of how math, reading and writing are used in various professions.

#2 PREPARING FOR A CAREER: INTERPERSONAL AND JOB SKILLS - Learning on the job; keeping up with changes in a job; and getting along with others.

#3 PREPARING FOR A CAREER: TRAINING AND EDUCATION - The different ways to obtain job training are: higher education, armed forces, trade schools and on-the-job training.

#4 DECIDING ON A CAREER: INTERESTS, APTITUDES AND ABILITIES - One considers his/her own interests, skills, physical and emotional characteristics when choosing a career.

#5 DECIDING ON A CAREER: VALUES AND ATTITUDES - Find a job that fits one's needs and personality. Describes the personality traits that relate to various jobs.

#6 DECIDING ON A CAREER: SOURCES OF JOB INFORMATION - Find out about jobs through library research interviewing and "shadowing" employees.

#7 - #8 STARTING IN A CAREER: JOB HUNTING SKILLS - The how to of job searching: sources of information about job openings, applying for a job, writing a resume and preparing for an interview.

#9 SUCCEEDING IN A CAREER: WORK HABITS - Describes responsible on-the-job behavior.

#10 SUCCEEDING IN A CAREER: BALANCING WORK AND LEISURE TIME - Emphasizes the importance of relaxation and using leisure time productively. Standard photography with dialogue.

APL OBJECTIVES: OK-1, 2, 3, 5, 6 CR-3

LEVELS: 0-4, 5-8

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment

EVALUATION BASED ON SUCCEEDING IN A CAREER: BALANCING WORK AND LEISURE TIME

SYNOPSIS: Several friends meet after work to socialize. One young man seems distant, tired and depressed. His friends realize that he has been working all the time without relaxing. They stress the importance of a work-leisure balance and suggest several leisure activities: jogging, a hobby, etc.

COMMENTS: Directed to young adults who have not had a job or have recently started working. The thorough, factual presentation does not stimulate problem-solving and questions.

OVERALL RATING: Good

A JOB THAT GOES SOMEPLACE

SERIES: THE JOB ATTITUDE SERIES

2 Sound Filmstrips, 18 minutes, Color, Sound, Series $79.50, 1970
Produced and distributed by Guidance Associates
Accompanied by Discussion guide.

EVALUATORS: Tarry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

TITLES: Pt. 1 Henry and Joe are two young men looking for jobs. Henry severely lacking in self confidence is ready to settle for a dead-end job just to get the money he needs for a used car. An off-screen narrator prods Henry into examining his aptitudes, selling his now-recognized abilities to an employer and landing a job with a real future. Joe has failed at three jobs partly because he accepted unfamiliar work and was afraid to ask questions. The narrator helps Joe learn he has a right to ask pertinent questions about salary, hours, duties and the possibilities of moving up. It helps him make a good impression and get a job.
Pt. 2 Wally, after completing high school returns to a job in the surveying company. The boss is impressed with Wally - his interest, his willingness, and his plans to go to night school. The off-screen narrator urges Wally not to quit his job when Wally becomes discouraged with a desk job. Wally is promoted to assistant to the party chief on an oceanographic survey, the company's long-range plan for Wally. In the second section, the off-screen narrator encourages Susan to quit a dead-end job in a beauty shop. Susan found that the job did not pay enough and that she did not enjoy the business enough to go on to school. Lewis is the boy who constantly evaluates his work and his position even though he's doing satisfactorily. Lewis realized that he was not considered for a promotion because he couldn't run all three machines in the shop. Lewis got the foreman to teach him how to use the lathe and is now the next one up for promotion.

APL OBJECTIVES: OK-5, 6, 8

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Motivational, Review

COMMENTS: The advice given to the job-seekers is relevant and presented in an interesting though somewhat unrealistic manner. It takes more to get a good job than the filmstrip indicates. Audio quality is poor. Teenage dress and speech mannerisms are dated (1970) and this lessens the appeal for adults. Viewer involvement depends on the use of discussion guide. No summarization of main points.

OVERALL RATING: Fair

ON THE JOB

20 Cassette/Workbook, 191 minutes 56 seconds, Sound, $249.00, 1975
Produced by Education Resources, Inc.
Distributed by Educational Design, Inc.
Accompanied by Teacher's guide and discussion questions.

EVALUATOR: Kaye Beall

SYNOPSIS: The lesson tapes explain the problems of a new employee; searching for information, getting along with co-workers and the boss, pay check deductions, company policies, promotions, and leaving the job. The discussion tapes present controversial situations and problems. The workbook questions re-emphasize the important points.

APL OBJECTIVES: OK-6, 7, 8
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group
LESSON PLAN USES: Instructional, Enrichment
EVALUATION BASED ON THE FAST EXIT

SYNOPSIS: The young man worked three days and quit. What can you tell in such a short time, especially as the first days are spent in training and lecture?

COMMENTS: Characters are typical workers in real-life situations. Based on research that explored why people dropped out of the work force. Covers each of these topics thoroughly and slowly. Good instructional design.

OVERALL RATING: Good

SUCCEEDING AT WORK

105 Transparencies, B/W, Series $211.80, Subset $30.25, 1969
Produced and distributed by United Transparencies, Inc.

EVALUATORS: Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

SYNOPSIS: To prepare people for their first jobs, the set illustrates relationships between employee and management and between employees; proper attitudes; values and ethics; health and safety at work; and taking a vacation. Line drawings.

APL OBJECTIVES: OK-6, 8 H-1, 7 CR-11
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Enrichment, Testing

COMMENTS: Out-of-date fashions and styles. The work situations and problems were extremely elementary and had obvious solutions. Unattractive visuals which were hard to see.

OVERALL RATING: Poor

SUCCEEDING IN THE WORLD OF WORK

12 Sound Filmstrips, Color, Sound, Each $27.50, 1976
Produced and distributed by McKnight Publishing Co.
Also available are a textbook and workbook.

EVALUATORS: Kaye Beall, Barbara Bevelhimer

TITLES:
- #1 INTRODUCTION TO THE WORLD OF WORK - The reasons for working, steps in choosing a career
- #2 LOCATING AND APPLYING FOR A JOB - Sources of leads for jobs, the resume and letter of application
- #3 YOU, YOUR EMPLOYER AND YOUR CO-WORKERS - Responsibilities of employer and employees
- #4 PERSONAL SAFETY - Safety attitudes
- #5 YOUR PROGRESS ON THE JOB - Knowledge, skill and personal relationships that affect job progress
- #6 HUMAN RELATIONSHIPS - Interactions among people
- #7 MANAGING YOUR MONEY - Budgeting
- #8 PROTECTION FROM ECONOMIC LOSS - Insurance
- #9 THE WISE CONSUMER - Planning purchases and payments, consumer complaints
- #10 CHARGE IT, PLEASE - Consumer credit
- #11 PLANNING FOR SUCCESS - The need to plan and set goals
- #12 SETTING YOUR CAREER GOALS - Indentifying work goals and values

APL OBJECTIVES: CR-4, 17, 18, 19 OK-1, 2, 5, 6, 8 H-1, 8
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Enrichment, Review
EVALUATION BASED ON YOUR PROGRESS ON THE JOB

SYNOPSIS: A promotion usually means an increase in pay and responsibilities. To gain a promotion requires patience, a good work record and habits, and formal or informal education. Cartoon and standard photography with narration.

COMMENTS: Uses teenage language and examples. Presented in a lecture. The brief, introductory summary does not organize the information. No viewer participation. Textbook written at junior high reading level.

OVERALL RATING: Good

OK-6

SEE ALSO

CE-20	Ways Of Our World
OK- 2	Finding Your Job
OK- 3	Career Decisions: Finding, Getting and Keeping A Job Opportunity
OK- 5	Goofy Goes To Work Practical Job Skills
OK- 7	The Language Of Work: Basic Job Skills Labor Unions: What You Should Know
OK- 8	Explore Career - Decision-Making
H- 7	Personal Grooming And Hygiene Personal Care Good Grooming
CR- 1	Entering The World Of Work

LABOR UNIONS: WHAT YOU SHOULD KNOW

2 Sound Filmstrips, 36 minutes, Color, Sound, Series $79.50, 1977
Produced and distributed by Guidance Associates, Inc.
Accompanied by Teacher's guide and script.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

TITLES: #1 UNIONS AND THEIR MEMBERS - A new employee in a clothing factory learns that he must join a union and learns about fees, dues and membership responsibilities from his shop steward. The structures and questions of local and national unions are explained and the roles of various union members are described. Two case histories show that not everyone feels the same about belonging to a union. Standard photography and historical drawings with dialogue and narration.

#2 COLLECTIVE BARGAINING - Negotiations between labor and management are examined. Detailed explanation of the roles of the union, Management and the National Labor Relations Board. Lists typical negotiation issues and the mechanisms for dealing with conflicting goals. Describes a strike.

APL OBJECTIVES: OK-6, 7, 8
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Small Group, Large Group
LESSON PLAN USES: Instructional, Enrichment, Testing
EVALUATION BASED ON UNIONS AND THEIR MEMBERS

COMMENTS: Very informative but lacking in organization. Presents two views about unions but displays bias in favor of unions. Some information regarding admittance to a trade union misleads viewer into thinking acceptance is based on good test scores. Pictures of workers are often unrelated to script and some visuals are dark and blurred. Teachers guide offers good suggestions and questions.

OVERALL RATING: Good

THE PAYCHECK PUZZLE

2 Sound Filmstrips, 20 minutes, Color, Sound, Series $79.50, 1973
Produced and distributed by Guidance Associates, Inc.
Accompanied by Teacher's guide and script.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Ruby Harrington and State Hospital ABE Class

TITLES: #1 DEDUCTING DEDUCTIONS - George is confronted with the usual array of employee forms and options on his first day of work at "Super Sneakers, LTD., Inc." The personnel director explains the W-4 form and stresses the importance of health and life insurance. Arthur, a friend, interjects his simpler explanations. Next, George learns about his new job in quality control. At the end of the week George is flabbergasted when he discovers how much has been deducted from his paycheck. Arthur explains state disability insurance and F.I.C.A. deductions. George decides to postpone buying a new car.

#2 BENEFITING FROM BENEFITS - George meets the director of employee relations who describes employee benefits to him. Automatic benefits include paid vacations and holidays, personal business days, sick days, unemployment insurance, workman's compensation and a pension plan. Extra benefits include the company's credit union plan, educational assistance and employee discounts. The paycheck puzzle has been solved.

APL OBJECTIVES: OK-7 CE-3, 4 G&L-5

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment, Review

COMMENTS: Humorous treatment of a normally dry subject. Cartoon treatment keeps actors from appearing dated though some frames are faded in color. Audio of poor quality in some segements. Learner performance enhanced and assessable if leader's guide is used. Instructional design weak.

OVERALL RATING: Good

THE LANGUAGE OF WORK: BASIC JOB SKILLS PROGRAM

15 Cassettes/Workbook, 12 Transparencies, 219 minutes, 18 seconds, Sound, $199.00, 1978. Produced and distributed by Educational Design, Inc. Accompanied by Teacher's guide.

EVALUATOR: Kaye Beall

SYNOPSIS: The lesson tapes deal with three areas: handling and responding to people one meets in the world of work including customers, telephone callers, and supervisors; understanding company structures and rules; and understanding and filling out common business forms. The discussion tapes and transparencies present problem situations to stimulate discussion.

APL OBJECTIVES: OK-6, 7, 8

LEVELS: 5-8, 9-12 (0-4 with help)

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Enrichment

EVALUATION BASED ON YOU ARE THE COMPANY: THE LAW THE EMPLOYEE, AND THE EMPLOYER

COMMENTS: Intended for young adults with little or now work experience. Uses typical, real-life work situations, not executive problems. Emphasizes developing an informed, positive attitude. Very good instructional design, easily used for individualized instruction.

OVERALL RATING: Very Good

OK-7

SEE ALSO

CE- 4	Living On Your Own
OK- 5	Goofy Goes To Work Practical Job Skills
OK- 6	On The Job
H- 9	More Than Retirement
CR- 1	Entering The World Of Work
CR- 9	Basic Math Skills For Everyday Life

EXPLORING CAREER DECISION-MAKING

18 Sound Rilmstrips, Color, Sound, Series $495.00, Each $30.00, 1977
Produced by Appaluchia Educational Laboratory, Inc.
Distributed by McKnight Publishing Company
Accompanied by a Textbook and activity book.

EVALUATORS: Diane Alderfer, Kaye Beall, Carole Podwell, Connie Snyder Rosalie Tressler

TITLES:
#1 CAREER GOALS - Lifetime work is introduced as a means to meet goals.
#2 CREATING A CAREER - All work activities are used as a means of meeting goals.
#3 DECISION-MAKING 1 - The different methods of decision-making.
#4 DECISION-MAKING 2 - The 5-step decision-making strategy.
#5 SEQUENCES IN SELF-EXPLORATION - Help to gain insight into self.
#6 SELF-EXPLORATION: WHO WILL I BE? - The values of truth, beauty, justice and love are related to work values and one's future career.
#7 INTRODUCTION TO THE CAREER INFORMATION SERIES - Introduces a system which links the users interests to occupational information.
#8 USING THE CAREER INFORMATION SERIES
#9 EXAMINING YOUR INTERESTS - Presents different ways to examine one's interests.
#10 WORK ACTIVITIES - Ten types of work activities.
#11 WORK SITUATIONS - Adaptive skills are introduced and demonstrated in various occupations.
#12 CREDENTIALS AND COMPETENCIES: GET READY, GET SET, GO! - Develop the skills for getting and keeping a job.
#13 WHAT ARE APTITUTDES - The facility with which a person can learn new knowledge and skills.
#14 LEARNING ABOUT YOUR APTITUDES - Discusses aptitudes as defined in the Dictionary of Occupational Titles.
#15 WORKING CONDITIONS AND PHYSICAL DEMANDS - Defines and illustrates working conditions and physical demands through examples: house painter, airline pilot, traffic officer, newspaper reporter, physical therapist, meat dresser, surveyor.
#16 WORK EXPERIENCE - A look at summer jobs.
#17 ECONOMIC INFLUENCES - The cost of living, earnings, taxes, strikes, recessions and inflation are considered.
#18 SOCIAL INFLUENCES - These may be family, peer groups, sex, ethnic background and handicaps. Standard photography with narration.

APL OBJECTIVES: OK-1, 2, 3, 5, 6, 8
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment
EVALUATION BASED ON WORKING CONDITIONS AND PHYSICAL DEMANDS

COMMENTS: Covers important subject that many people believe is an obvious consideration for a job-seeker. First time job seekers don't necessarily take working conditions into their weighing of a job. Pictures women in more traditional roles! Very quickly paced. Sacrifices information to the brief descriptions of many occupations. Volume varies on tape. Some visuals dark.

OVERALL RATING: Good

WHAT ARE COMPANY BENEFITS

Sound Filmstrip, Color, Sound, $27.95
Produced and distributed by Interpretive Education
Accompanied by Teacher's guide.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

SYNOPSIS: Prospective workers are advised to consider the whole package offered by a company when looking for a job. Fringe benefits are portrayed individually to inform the viewer what benefits might be available. Benefits covered are coffee and doughnuts, coffee breaks, health insurance, paid vacations, Christmas parties and Christmas bonus. Cartoon characters with narration.

APL OBJECTIVES: OK-8, 10

LEVELS: 0-4, 5-8

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational

COMMENTS: Exaggerates cartoon characters and narrator's tone of voice are those usually used with children. Some content is confusing when referring to benefits available, e.g., "paid" vacations and Christmas bonus. Script suggests a negative attitude toward work with expressions such as: have to work, have to get a job, have to have a job.

OVERALL RATING: Fair

*MORE THAN WORDS

16mm, 13 minutes, Color, Sound Rental $6.75, 1952
Produced by Henry Strauss
Distributed by Northern Illinois University.

EVALUATORS: Kaye Beall, and Logansport ABE/GED Students

SYNOPSIS: The objectives of the sender in communication between human beings are: to get ideas; feelings or facts across; to be accepted or understood; to get a reaction from the receiver; and to understand others. These objectives are illustrated through business examples. Animation and dramatization with narration.

APL OBJECTIVES: OK-8 H-8

LEVELS: 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Motivational, Enrichment, Review

COMMENTS: Pictures whites in the management level of business. A good perspective of the communication theory in business though it is difficult to identify the important points from later discussion. Viewers need to have some background knowledge on communication. The film is old and has a reddish tint.

OVERALL RATING: Good

OK-8

SEE ALSO

CE-20	Ways Of Our World
OK- 1	Me And Jobs
OK- 3	Career Decisions: Finding, Getting and Keeping A Job Opportunity
OK- 5	Goofy Goes To Work Practical Job Skills
OK- 6	On The Job Succeeding At Work A Job That Goes Someplace Succeeding In The World Of Work
OK- 7	The Language Of Work: Basic Job Skills Labor Unions: What You Should Know
G&L- 4	Forms In Your Future

LAYOFF

Workbook/Cassette, Sound, $17.25, 1981

Produced by Fearon Education. Distributed by Pitman Learning, Inc.

EVALUATORS: Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

SYNOPSIS: Dramatized on the cassette tape and written in the workbook, the story of Ngujen Lan is followed as she is laid off at the tailor's shop, reads the want ads, applies for help at the Department of Social Services, uses Employment Security and finds a job as an English teacher. Each short reading section is followed by comprehension questions, and several language and methematics lessons.

APL OBJECTIVES: OK-9

LEVELS: 0-4, 5-8

GROUPINGS: Individual

LESSON PLAN USES: Instructional

COMMENTS: A good resource to teach English to foreign students about unemployment as the main character is Vietnamese. Workbook written at fourth grade level. Asks redundant follow-up questions. Not a first choice teaching resource. Dramatization tape was unavailable for review. Provides good information on the steps to take if unemployed.

OVERALL RATING: Good

OK-9

SEE ALSO

OK- 5	Goofy Goes To Work Practical Job Skills
H- 9	More Than Retirement

FINANCIAL PLANNING AND MANAGEMENT

9 Sound Filmstrips, Approximately 90 minutes, Color, Sound, Series $243.00 Each $30.00. Produced and distributed by RMI Media Productions, Inc.

EVALUATOR: Kaye Beall

TITLES: #1 CHECKING ACCOUNTS: BASIC BUILDING BLOCKS
#2 SAVINGS PLANS: CORNER STONE TO SECURITY
#3 BUDGETS: THE WHY AND HOW
#4 CREDIT: A PERSONAL GUIDE
#5 LOANS: HOW TO BORROW MONEY
#6 INVESTMENTS: WHAT, WHY, WHEN AND WHO
#7 NET WORTH: HOW DO YOU DO?
#8 RETIREMENT AND PENSIONS, Rt. I-IRA
#9 RETIREMENT AND PESNSIONS, Rt. II-Keogh

APL OBJECTIVES: CE-4, 16, 17 OK-10

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review

EVALUATION BASED ON RETIREMENT AND PENSIONS, Rt. I-IRA

SYNOPSIS: The Individual Retirement account is a recent retirement plan for workers who do not belong to any other retirement plan. Lists the qualifications necessary for establishing the accounts and describes the agreement made with a bank. Explains with drawals, penalties, transfers and effects on income taxes.

COMMENTS: Information given is too brief and overly simplified. Fair organization and review of the main ideas. Visuals are very simple line drawing with little variation in color.

OVERALL RATING: Fair

PERSONAL FINANCE

8 Sound Filmstrips, 64:29 minutes, Color, Sound, Series $204.00, Each $30.00, 1971. Produced by Cardinal Associates, Inc. Distributed by Encyclopedia Britannica Educational Corporation Accompanied by Guide.

EVALUATORS: Terry Abbott, Viola Baker, Barbara Bevelhimer, Julie Rife, Margaret Steinacker

TITLES: #1 OPERATING A CHECKING ACCOUNT - Describes how to open and manage a personal checking account. Defines bank terminology, bank forms and endorsements.

#2 BALANCING A CHECKING ACCOUNT - Teaches how to balance a checking account, read the symbols on a bank statement, and account for extra charges. Emphasizes the importance of keeping accurate records and filing canceled checks.

#3 KEEPING A SAVINGS ACCOUNT - Defines what savings accounts are and how they operate. The viewer learns how to choose the best method of saving and the best place to save.

#4 GETTING A LOAN - Details how to look for a loan, how to recognize the types of loans available, and how various "loan" terms are defined. Emphasis is placed on the installment plan and the value of a good credit rating.

#5 USING CREDIT CARDS - Examines the advantages and disadvantages of using credit cards and the responsibilities and privileges associated with their use. Describes how to apply for a credit card and the mechanics of making a credit card purchased.

#6 BUDGETING PAYDAY TO PAYDAY - Details a method of systematically budgeting income to meet expenses and goals.

#7 BORROWING WISELY - Describes some ways of borrowing money and why one must use good judgment in deciding when to borrow and from whom. The viewer is encouraged to evaluate needs before making a purchase.

#8 LONG RANGE PLANNING - A general overview of various ways to save for future retirement needs. Encourages young people to plan for the future early in their working life. Topics covered include life insurance, health insurance, pension plans, Social Security, investments. Differences between Contributory and non contributory pension plans are covered in detail. The learner is also made aware of possible emergencies and advised to prepare for them financially. Cartoons. and printed visuals with narration.

APL OBJECTIVES: CE-4, 16, 17 OK-10

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Motivational

COMMENTS: Though the topic itself is important to adults, the examples used lack relavancy and authenticity. A 40-year-old baseball player facing early retirement introduces the lesson. Remaining financial planning is based on a beginning monthly salary, regardless of education, of $450. Visuals are mostly print on dull backgrounds. Narration is slow paced and easy to follow. Program tells what to do but not how to do it. No opportunity for viewer involvement or assessment.

OVERALL RATING: Fair

*STEP ASIDE - STEP DOWN

16mm, 20 minutes, Color, Sound, Rental $6.50, 1971
Produced by Eli Productions
Distributed by Purdue University

EVALUATOR: Kaye Beall

SYNOPSIS: Retirement in our society means "Hurry up and wait!" The problems of the retiree include transportation, poverty, housing, crime, nutrition and illness. Some West Coast improvements to help the retired person are housing, food service, free medical care and Senior Centers. Advocates senior power and job programs. Standard photography with narration.

APL OBJECTIVES: OK-10

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Large Group

LESSON PLAN USES: Motivational, Enrichment

COMMENTS: Social workers are wearing mini-skirts. Retired persons are interviewed and pictured. Shows actual programs in action. Well-researched presentation of a growing problem.

OVERALL RATING: Good

OK-10

*PREPARATION FOR LATER YEARS

16mm, 32 minutes, B/W, Sound, Rental $8.20, 1961
Produced by Dynamic Films, Inc.
Distributed by Northern Illinois University

EVALUATOR: Kaye Beall

SYNOPSIS: Planning for retirement involves understanding the financial, physical and interest changes which will occur. While on a fishing trip, a recent retiree encourages his middle-age son to start retirement planning now instead of making the same mistake the older man did in waiting until he had left his job. Dramalization with dialogue.

APL OBJECTIVES: OK-10

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Motivational, Enrichment

COMMENTS: Very convincing argument for retirement preparation. Covers the many financial problems and factors through flashbacks. Out-dated prices and fashions and fair technical quality due to 1961 copyright date.

OVERALL RATING: Fair

INVESTMENTS AND RETIREMENT PLANNING

Sound Filmstrip, Color, Sound, $28.00, 1981
Produced and distributed by Educational Design, Inc.

EVALUATOR: Kaye Beall

SYNOPSIS: Harry and Diane have eloped to be married quickly, but the Justice of the Peace, A.P. Crodgett, insists on telling them about savings accounts and saving bonds as investments in their future before he will marry them. When A.P. Crodgett is finished, Harry and Diane lecture him on the other options: corporation, municipal and federal bonds; perferred and common stocks; mutual funds; real estate; Social Security; life insurance; annuities; and pension plans. These plans for retirement are defined and discussed as to their advantages and disadvantages. Maybe the wedding will take place before the couple is missed? Cartoon.

APL OBJECTIVES: OK-10

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional

COMMENTS: A simple, basic introduction to investment and retirement planning. Entertaining and thorough. Very good instructional design and technical quality. Lacks a performance assessment tool.

OVERALL RATING: Very Good

OK-10

SEE ALSO

CE-8	Consumer At Large
OK-8	What Are Company Benefits?
H-9	More Than Retirement
G&L-4	Forms In Your Future

HEALTH

GOAL: To insure good mental and physical health for the individual and family.

PERFORMANCE OBJECTIVES:

H-1 To understand accident prevention through basic safety measures and to be able to take the necessary action in an emergency situation.

H-2 To know and be able to use medical and health services in the community.

H-3 To understand the physical and psychological influences of pregnancy as well as the need for proper pre- and postnatal care.

H-4 To understand the importance of family planning - its physical, psychological and financial implications - and to have knowledge of methods of birth control.

H-5 To understand and plan for child growth and development.

H-6 To understand the special needs and concerns of the adolescent and to facilitate the transition from childhood to adulthood.

H-7 To understand how preventive care and health maintenance contribute to good mental and physical health.

H-8 To understand the interaction of self with small groups and other individuals

H-9 To understand health insurance and to be aware of organizations which provide financial assistance for medical and health care.

H-10 To be able to plan nutritious meals and to know how to grow, preserve and prepare foods.

H-11 To understand federal and state control of various foods, drugs and items for health protection and to be aware of community agencies involved in health protection and rehabilitation.

H-12 To understand the problems associated with terminal illness and death.

EMERGENCY MEDICAL CARE

6 Sound Filmstrips, Color, Sound, Series $146.00, 1974
Produced and distributed by Encyclopedia Britannica Educational Corporation. Accompanied by Teacher's guide.

EVALUATORS: Terry Abbott, Viola Baker, Barbara Bevelhimer, Julie Rife, Margaret Steinacker

TITLES: #1 PARAMEDICS: THE PROFESSIONALS - Paramedics provide emergency care and medication to accident victims and also transport the sick or injured to an emergency center. An actual situation is recorded which illustrates the basic rules of first aid. A woman has had a seizure while swimming.

#2 CARDIOPULMONARY RESUSCITATION - Cardiopulmonary resuscitation (CPR) is a method of sustaining the body's breathing and heartbeat until the victim can receive professional assistance. The methods of artificial respiration and external heart massage are described and demonstrated in detail

#3 WOUNDS, BLEEDING AND SHOCK- Examines several injuries that affect the cardiovascular system and describes the proper emergency treatment to control bleeding and prevent shock. Minor surface abrasions, deep puncture wounds, animal bites and vein or artery severage are covered.

#4 FRACTURES, SPRAINS, DISLOCATIONS - Defines and describes fractures, sprains and dislocations. The proper treatment for each type of injury is demonstrated.

#5 EMERGENCIES AT HOME - Two of the most common types of household injuries which require emergency treatment are poisonings and burns. Emergency situations depicting each type of injury are followed by demonstrations of the proper treatment for each. Situations treated are swallowing of poison, overdose of drugs, chemical burns and first, second and third degree burns. Cautions for the prevention of injuries are given also.

#6 EMERGENCIES OUT-OF-DOORS - Heat exhaustion, heat stroke, and frostbite occur during extreme weather conditions. The symptoms and first aid treatments for each are described. Poisonous plants and snakebites are also covered. Standard photography and artists drawings with narration.

APL OBJECTIVES: H-1, 2
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Review
EVALUATION BASED ON EMERGENCIES AT HOME

COMMENTS: A dramatic, factual and highly interesting presentation of the first aid treatment for household injuries. The visuals are very realistic and the narration is well paced. A brief (2-frame) mention of Cardiopulmonary Resusitation (CPR) may do more harm than good. Important ideas are summarized. The guide provides discussion questions and further study suggestions but no assessment of student progress. Because of production date some current preventative and warning measures are not given (such as child proof caps and warning stickers).

OVERALL RATING: Very Good

FIRST AID

4 Sound Filmstrips, 59 minutes, Color, Sound, Series $219.50, 1977
Produced by Victoria Productions, Inc. Distributed by Guidance Associates, Inc. Accompanied by Discussion guide with script.

EVALUATOR: Kaye Beall

TITLES: #1 FIRST AID: AN INTRODUCTION - A car runs off the road and crashes into a pole. Ann, a trained first-aider demonstrates the standard approach to any emergency situation: When the ambulance arrives, Ann gives the attendants a concise and pertinent description of what has happened.

#2 FIRST AID: BLEEDING AND WOUNDS - Dramatic shots of a motorcycle accident victim being treated by paramedics at the scene of a crash introduce the program. The simple techniques for curtailing bleeding are described as the process of blood circulation is reviewed. The viewer is then taught about shock - its symptoms and first aid procedures.

#3 FIRST AID: FRACTURES AND DISLOCATIONS - Injuries to bones and joints can occur anywhere. The care a first-aider renders depends on the ability to recognize the type of injury and to know how to immobolize the injured part. Discusses types of fractures, dislocations, sprains, and strains and how to splint various parts of the body.

#4 FIRST AID: BURNS, POISONS, EXPOSURE - Describes the three types of thermal burns, the causes of burns and how each type is recognized and treated. The vignettes which follow demonstrate the types of burns, poisonings, and exposure and how to treat each.
Standard photography with narration.

APL OBJECTIVES: H-1

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group

EVALUATION BASED ON FIRST AID: FRACTURES AND DISLOCATIONS

COMMENTS: The leader must be trained in first aid to teach the skills illustrated. The photographs and lecture detail the steps in splinting injuries carefully and repetitively. The brief introduction does not preview the topic so that the skills to be learned stand out.

OVERALL RATING: Good

H-1

*FIRST AID NOW

16mm, 26 minutes, Color, Sound, $19.60, 1963
Produced by Johnson and Johnson
Distributed by University of Iowa

EVALUATOR: Kaye Beall
SYNOPSIS: A step-by-step demonstration of the basic procedure in the four major first aid areas: breathing, bleeding, broken bones and burns.
APL OBJECTIVES: H-1
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Large Group
LESSON PLAN USES: Instructional
COMMENTS: Out-dated procedures and fashions. Faded color in pictures.
OVERALL RATING: Unacceptable

H-1

ARTIFICIAL RESPIRATION AND FIRST AID FOR CHOKING

16mm, 6:35 minutes, Color, Sound, $42.00 or Free Loan, 1980
Produced and distributed by American Red Cross

EVALUATOR: Kaye Beall
SYNOPSIS: Briefly introduces mouth-to-mouth resuscitation, mouth-to-nose resuscitation, mouth-to-mouth and nose resuscitation, and clearing an airway obstruction with step-by-step demonstrations.
APL OBJECTIVES: H-1
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Small Group, Large Group
LESSON PLAN USES: Instructional
COMMENTS: Demonstrates current first aid techniques in detail. Does not reinforce and repeat main points as the film is intended to encourage people to take training. A non-professional technical production.
OVERALL RATING: Fair

FOR SAFETY'S SAKE

SERIES: THE NEW INDEPENDENT LIVING SERIES
Sound Filmstrip, 14 minutes, Color, Sound, $35.00, 1981
Produced and distributed by Maclean Hunter Learning Resources
Accompanied by Educator's guide.

EVALUATOR: Kaye Beall

SYNOPSIS: Automobile accidents are unexpected and could be prevented. High School Students can help to prevent these accidents by obeying the speed limit, wearing seat belts and not drinking alcoholic beverages or using drugs while driving. Most common home accidents result from faulty electrical circuits, hidden hazards and carelessness. Stresses prevention measures. Colored illustrations with narration.

APL OBJECTIVES: H-1, CR-13

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review, Testing

COMMENTS: Not interesting for adults as it emphasizes teenage examples and attitudes. The listing of accident statistics as an introduction does not organize the main points. Adequate follow-up on worksheets to emphasize the importance of accident prevention.

OVERALL RATING: Fair

H-1

SEE ALSO

CE- 8	"Let The Buyer Beware"
OK- 6	Succeeding At Work Succeeding In The World Of Work
H- 7	The Battered Woman
H- 8	Managing The Family's Affairs

HEALTH-LEARNING ABOUT HEALTH SERVICES

SERIES: COMMUNITY LIFE SKILLS
2 Sound Filmstrips, Approximately 20 minutes, Color, Sound
Produced and distributed by Society for Visual Education, Inc.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

TITLES: #1 MEDICAL SERVICES - Three visitors from outer space investigate the procedure for finding a hospital and doctor in a new community. The many types of medical services are listed and briefly described. How to get Emergency medical care is detailed.

#2 HEALTH CARE ORGANIZATIONS - Nora, a news reporter, helps the three outer space visitors investigate health insurance, Medicare and Medicade. Many community services are listed and their use is encouraged: food stamp office, public health department, Red Cross, etc. Cartoon dramatization.

APL OBJECTIVES: H-2, 9 CR-1
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Review
EVALUATION BASED ON HEALTH CARE ORGANIZATIONS

COMMENTS: General overview of services is lacking in helpful details. No variety of presentation and no opportunity for learner involvement. Auditory badly muffled and unclear (perhaps the tape was defective). Main points not reviewed or summarized. Not worth the money!

OVERALL RATING: Fair

HEALTH SURVIVAL SKILLS
SERIES: LIFE SKILLS PROGRAM
4 Sound Filmstrips, 38:23 minutes, Color, Sound, Series $89.00, 1981
Produced by Globe Filmstrips. Distributed by Random House School Division. Accompanied by Program guide and worksheets.
EVALUATORS: Kaye Beall, Barbara Bevelhimer, Dorothy Broughton, Logansport ABE Class
TITLES: #1 CHOOSING A DOCTOR - Three different case studies illustrate the steps to consider when choosing a doctor. Larry sprains his wrist and contacts several community groups that provide information about doctors. Tina consults a neighbor and the American Medical Directory to find a physician for a physical exam. Jim and Mary consider several types of doctors and medical organizations in choosing a doctor for their unborn child.

#2 USING MEDICAL PROFESSIONALS - John, Lisa and Mark learn how they can benefit from the expertise of medical professionals and how they can exercise their rights as health care consumers. John asks questions about what is happening to him as he goes through minor surgery. Lisa takes an active part in finding out about her grandmother's heart attack and her post-hospital care.

#3 USING COMMUNITY RESOURCES - Jill, a teenager with a drinking problem, phones the Alcoholic Hotline and is referred to several sources of community help. A school counselor tells Mike about a rap group called Teen Challenge to help him with his parents' impending divorce. Nicole is pregnant and needs medical and counseling help. She opts to call Planned Parenthood.

#4 USING HEALTH INSURANCE - George, while evaluating the health insurance available from his employer discovers the differences between basic coverage and major medical insurance. Sue loses her job and has to make decisions about continuing her health insurance coverage. She discovers some ways to evaluate the coverage and value of different plans. Sally finds out about the advantages and disadvantages of Health Maintenance Organization. Standard photography with narration.

APL OBJECTIVES: H-2, 9 CR-1
LEVELS: 0-4, 5-8
GROUPINGS: Individual, Small Group
LESSON PLAN USES: Instructional, Enrichment
EVALUATION BASED ON USING COMMUNITY SERVICES AND CHOOSING A DOCTOR
COMMENTS: The three contemporary case studies present a balanced variety of situations which are interesting and point out main ideas. Discussion breaks during sound filmstrips created good learner participation. Visuals depict ideas well.
OVERALL RATING: Very Good

SHOPPING FOR HEALTH CARE

SERIES: CONSUMER SKILLS: BUY WISE
2 Sound Filmstrips, 35 minutes, Color, Sound, Series $79.50, 1976
Produced and distributed by Guidance Associates
Accompanied by Discussion guide and script.

EVALUATOR: Kaye Beall

TITLES: #1 CHOOSING HEALTH CARE - Peggy and Pat, roomates and new in town, discuss the procedures in choosing a doctor. They also watch a television program in which their friend Gene explains various kinds of primary - care health service. Pat and Gene later tour hospitals as Gene explains the difference between public, private and voluntary hospitals. Back at the apartment all three friends discuss other considerations in planning for health care.

#2 THE CONSUMER HEALTH CARE REVIEW - Contestants and viewers are quizzed on doctors and medical specialists, pharmaceuticals, dentists and dentistry. The quiz show concludes with three open-ended dilemmas. The moderator emphasizes that "your health care is in your hands." Dramatizations.

APL OBJECTIVES: H-2, 7, 9
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment, Review, Testing
EVALUATION BASED ON CHOOSING HEALTH CARE

COMMENTS: Easily maintains interest of viewers while teaching many health care concepts. Technical terms are defined and illustrated. Follow-up questions assess performance.

OVERALL RATING: Very Good

SPENDING YOUR HEALTH DOLLARS

Sound Filmstrip, 12 minutes, Color, Sound, $35.00, 1981
Produced and distributed by MacLean Hunter Learning Resources.
Accompanied by Educator's guide.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

SYNOPSIS: Stressed that the best and easiest way to reduce medical costs is to follow the hints in practicing preventive health care. Encourages the viewer to comparison shop for the most affordable health care before becoming ill. The options in health services are public and private clinics, private physicians, labor union clincs and Health Maintenance Organizations. Recognize symptoms which require medical attention; ask questions to gain full understanding of doctor's diagnosis and his/her treatment; know the risks and side effects of prescribed medication. Standard photography with narration.

APL OBJECTIVES: H-2, 9, 7

LEVELS: 0-4, 5-8

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment

COMMENTS: Organized and presents much information about health care options, but provides no repetition or opportunity for review. Filmstrip lacks creativity and is judged by evaluators to be uninteresting. Assumes everyone has low health care options available to them. Some printed visuals are also narrated; this is helpful to very basic students. Teachers guide has good ideas - student worksheets and word games.

OVERALL RATING: Fair

H-2

SEE ALSO

CE- 4 Living On Your Own
H- 1 Emergency Medical Care

THE PRENATAL PERIOD AND INFANCY: CONCEPTION TO AGE TWO

SERIES: CHILD DEVELOPMENT

4 Sound Filmstrips, Approximately 40 minutes, Color, Sound, Series $99.00, 1976. Produced by Suntree Productions. Distributed by Maclean Hunter Learning Resources. Accompanied by Teacher's guide and spirit masters.

EVALUATOR: Kaye Beall

TITLES: #1 CONCEPTION TO BIRTH - Stephen and Barbara through family planning for financial and interpersonal security decide to have a child. They explain the physiological and emotional aspects of pregnancy emphasizing preparation and medical care. Mentions several childbirth methods.

#2 BIRTH TO SIX MONTHS - Newborn Ann, and three-month-old David demonstrate the typical behavior and learning of the infant during this period. The importance of human contact and stimulating surroundings is stressed.

#3 SIX MONTHS TO ONE YEAR - Contrasting seven-month-old Christen with eleven-month-old Nick, the viewers see the infant's development from 6-12 months. Play and discipline are important. If infants learn to trust their parents, they are secure to explore their environment.

#4 ONE TO TWO YEARS - The abilities of 15-month-old Ben are compared with those of 21-month-old Gail. Dramatic physical, mental and social changes take place as the child moves from infancy to toddlerhood.

APL OBJECTIVES: H-3, 4, 5

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review

EVALUATION BASED ON ONE TO TWO YEARS

COMMENTS: A good overview of child development for the average parent. The use of real families creates viewer involvement as the viewer steps into the families' homes. Very good teaching design and technical quality.

OVERALL RATING: Very Good

*PRENATAL CARE: PREPARING FOR PARENTHOOD

SERIES: GROWTH AND DEVELOPMENT IN CHILDREN: A PRIMER FOR PARENTS
5 Sound Filmstrips, 37 minutes, Color, Sound, 1974
Produced and distributed by Parent's Magazine Films, Inc.
Accompanied by Discussion guide and script.

EVALUATOR: Kaye Beall

TITLES: #1 BEGINNING A FAMILY - Discusses many factors that may be considered in deciding to have children. Includes parenting concepts, birth control procedures and childhood experiences.

#2 A TIME OF GROWTH AND CHANGE - Described the emotional states a woman may have during pregnancy and how these may affect the marital relationship.

#3 HEALTHY MOTHER, HEALTHY BABY - The fetus gets its nutrition from the mother. Therefore, the mother's health and diet affect the healthiness and normalcy of the baby. Discusses the effects of drugs, smoking and x-ray.

#4 THE EMOTIONAL IMPACT - Rick and Sally prospective parents, in their relationships with each other, their parents and their siblings; Sally's physical discomforts and body image and Rick's feelings toward Sally as she becomes preoccupied.

#5 PREPARING FOR BIRTH - Concern and preparation for labor and delivery seem to be of greatest importance to the woman during her final trimester. The physical event of delivery is unforgettable. The more the couple understands, the less frightened and anxious they will feel. Standard photography with narration and dramatization.

APL OBJECTIVES: H-3

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment

EVALUATION BASED ON THE EMOTIONAL IMPACT

COMMENTS: Prospective parents will find the information relevant and interesting, though presented mundanely. The main points are subtly emphasized by a sane change. Little learner involvement and feedback. Narrated too quickly.

OVERALL RATING: Good

PREGNANCY

SERIES: PARENTHOOD: BRINGING NEW LIFE INTO THE WORLD
3 Sound Filmstrips, 41 minutes, Color, Sound, Series $119.50, 1977
Produced and distributed by Guidance Associates, Inc.
Accompanied by Discussion guide and script.

EVALUATOR: Kaye Beall

TITLES: #1 THE FIRST TRIMESTER - The confirmation of a pregnancy can have a powerful impact which can be less stressful with a thorough understanding of conception, pregnancy, childbirth and child rearing. Explains the pregnancy and the fetus development during the first 3 months. Covers some aspects and causes of an abnormal baby.

#2 THE SECOND TRIMESTER - The middle months of pregnancy are usually the most pleasant due to the kicking of the baby and the increased excitement of the mother and father. Fathers may have new roles and responsibilities. The woman is adjusting to new feelings about her body and her image. Encourages joint participation in childbirth classes and the pregnancy.

#3 THE THIRD TRIMESTER - Pregnant women speak on the various kinds of physical discomforts and negative self-concepts they experience toward the end of pregnancy. Discusses the characteristics of a premature fetus and life support systems. Focuses on the "lightening" period and the stages of labor. Standard photography and charts with narration and interviews.

APL OBJECTIVES: H-3
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Enrichment, Review
EVALUATION BASED ON THE FIRST TRIMESTER

COMMENTS: Assumes a prior knowledge of the sex process. A good, practical approach to pregnancy, as working class women express their views and feelings. Very good instructional design: vocabulary is written on the screen, after a quick preview each point is detailed, good discussion questions and activities.

OVERALL RATING: Very Good

PREPARING TO GIVE BIRTH

SERIES: PARENTHOOD: BRINGING NEW LIFE INTO THE WORLD

2 Sound Filmstrips, 40 minutes, Color, Sound, Series $79.50, 1977
Produced and distributed by Guidance Associates, Inc.
Accompanied by Disucssion guide.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

TITLES; #1 THE CONTROL OF CHOICE - Three couples discuss their preferences for mode and places of delivering for their expected babies. As they discuss their choices and their reasons for them, the viewer is given information about options available: hospital, natural, cesarean or anesthetic assisted birth. Attitudes toward the various methods help determine which choice will be made. Standard photography with narration and interviews.

#2 NEW LIVES...NEW ROLES - Focuses on the whole range of feelings and emotions of prospective and new parents. Describes the breathing techniques during pregnancy. The conflicts and readjustments to woman's work life, to a marriage relationship and to family functioning are complex and sensitive. Viewers explore different kinds of household arrangement plan that can be made for the arrival of the new baby.

APL OBJECTIVES: H-3, 4, 7

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Enrichment

EVALUATION BASED ON THE CONTROL OF CHOICE

COMMENTS: Important information is presented in an interesting and accurate manner. Technical quality very good. Film and guide both encourage discussion and an examination of attitudes leading to possible choices on part of the viewer. Only couples are depicted with no consideration given to the woman facing childbirth without the support of a husband.

OVERALL RATING: Very Good

BIRTH

SERIES: PARENTHOOD: BRINGING NEW LIFE INTO THE WORLD
2 Sound Filmstrips, 41 minutes, Color, Sound, Series $79.50, 1977
Produced and distributed by Guidance Associates, Inc.
Accompanied by Discussion guide.

EVALUATORS: Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

#1 THE PROCESS OF BIRTH - Rosemary Djlis, childbirth educator, introduces current attitudes and procedures in childbirth, emphasizing the choices available. She and several women discuss the physical and psychological factors of birth, the three stages of labor, the fears and apprehensions of mothers, the use of drugs, the use of forceps, cesarean sections and the episiotomy. The last section illustrates the cleaning and examination of the newborn.

#2 THE EXPERIENCE OF BIRTH - Consists of interviews with young mothers and fathers as they recall their fears, pains and feelings as they went through the birth process. Creates discussion on the use of forceps, drugs and the father's participation. Reveals how the birth process can strengthen and deepen the integrity of a marriage as well as parent-child relationships.

APL OBJECTIVES: H-3
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment

COMMENTS: The real-life interviews increase interest and excitement with a personal involvement. Creates an atmosphere that relates the process and feelings of giving birth. Disguises the pain of childbirth. The preview team was concerned that no single mothers were interviewed to balance the emphasis on father participation. Very good technical quality. Needs more content review and follow-up discussion questions for testing.

OVERALL RATING: Very Good

H-3

SEE ALSO

H- 8 Managing The Family's Affairs
H-10 Food To Grow On: Nutrition From Newborn Through Teen

DO I WANT TO BE A PARENT? NOW? EVER?

2 Sound Filmstrips, 22 minutes, Color, Sound, Series $89.00, 1981
Produced and distributed by Sunburst Communications
Accompanied by Teacher's guide with script.

EVALUATOR: Kaye Beall

TITLES: #1 WINDS OF CHANGE - Outlines the past political, religious and psychological pressures to have children. Recent cultural and scientific developments have changes these pressures. There are many reasons for not becoming a parent, e.g., the pill and over population. Having children can be a matter of personal choice.

#2 LOOKING AT CHOICES - Examines the satisfactions and responsibilities of parenthood. Through interviews with several males and females the viewer understands that there are many rational and emotional reasons for having children. Several people have made the choice for not having children. Also it is a personal choice. Standard photography with narration and interviews.

APL OBJECTIVES: H-4
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Motivational, Enrichment

COMMENTS: Presents both sides of the issue rationally and accrately. Viewer becomes personally involved in the interviews. Excellent organization of points with adequate repetition. Very good technical quality. Uses minority and working class characters.

OVERALL RATING: Very Good

BIRTH CONTROL

2 Sound Filmstrips, 17:54 minutes, Color, Sound, Series $50.00 Each $25.00
1978. Produced by Alron Productions. Distributed by Eye Gate Media
Accompanied by a lesson plan.

EVALUATOR: Kaye Beall

TITLES: #1 BIRTH CONTROL DEVICES - HOW DO YOU CHOOSE? - Discusses the advantages and disadvantages of the following birth control devices: rhythm method; pill; diaphragm; IUD; foams, creams or jellies; condom and sterilization. Briefly indicates the need for family planning.

#2 MISCONCEPTIONS ABOUT CONTRACEPTION - Couples point out how both partners must take the responsibility for birth control and indicate the emotional checkpoints to consider in family planning. List the common reasons for failure of birth control. Standard photography with narration.

APL OBJECTIVES: H-4
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Enrichment, Review

COMMENTS: A brief, clinical approach to the birth control methods. An inadequate explanation of the fertility cycle. The models pictured are small and not explained adequately. Stress the point that both partners are responsible for birth control and family planning. Assumes prior knowledge of menstrual cycle.

OVERALL RATING: Good

SEXUALLY TRANSMITTED DISEASES: AN UPDATE

3 Sound Filmstrips, 38 minutes, Color, Sound, Series $119.00, 1981
Produced and distributed by Sunburst Communications.
Accompanied by Teacher's guide with script.

EVALUATORS: Kaye Beall, Margaret Steinacker, Julie Rife

TITLES: #1 THE STD GANG - A humorous cartoon introduces viewers to the basic information about sexually transmitted diseases (STD). The "Prevention and Treatment Team" looks at a chart that shows the spread of STD's through the direct contact of the mucous membranes. The team then reviews the causes, the symptons and possible complications of each STD - gonorrhea, syphilis, mongonococcal urethritis, genital herpes and the chomoniasis. In conclusion the team discusses how to prevent STD's and stop the spread.

#2 PREVENTION AND TREATMENT - After having sex with a girl he casually met at a party, Dan realizes that he must have a sexually transmitted disease and goes to a local clinic. Dan is given an antibiotic to cure either gonorrhea or NGU. Dan gives the counselor the telephone number of his sex partner so that she can be notified.

#3 CAN THE BATTLE BE WON? - An informative quiz provides the history of sexually transmitted disease as well as the statistics. Severa factors are suggested to explain the STD epidemic. Presents the case histories of people who had an undiagnosed STD and the later complications. Discusses the solutions to the STD epidemic. Cartoons, case histories and documentary materials.

APL OBJECTIVES: H-4
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment, Review
EVALUATION BASED ON THE STD GANG

COMMENTS: This humorous spoof on the superhero stories effectively maintains the viewer's interest on a medical problem. The charts, graphs and cartoon characters pointedly draw attention to the main points. Does not examine each disease in great detail. Excellent technical quality.

OVERALL RATING: Very Good

THE ECONOMICS OF PARENTHOOD

SERIES: UNDERSTANDING PARETNHOOD: ROLES AND RESPONSIBILITIES
5 Sound Filmstrips, 38 minutes, Color, Sound, Series $109.50, 1974
Produced and distributed by Parents' Magazine Films, Inc.
Accompanied by Discussion guide and script.

EVALUATOR: Kaye Beall

TITLES:

#1 LAYING THE GROUND WORK - Even when a young couple is just thinking about having children, financial planning should be included. This may produce conflicts as immediate pleasures may be foregone for future goals.

#2 NINE MONTHS TO GET READY - The delight most parents feel in anticipating the new baby may stimulate reckless spending, yet, the need for important basic expenditures for both mother and baby demands restraint and wise choices. The nine months of pregnancy give parents time to prepare practically.

#3 NOW THERE ARE THREE - While a new baby in the family is center stage, the needs of all family members should be considered in budgeting. Discusses babysitter requirements and mothers who work.

#4 BABY BEGINS TO GROW - In a general sense, children need certain things for health development. An understanding of these basic needs will help parents select purchases which are both essential and advantageous for growth.

#5 IT'S TIME FOR SCHOOL - Beginning at age of 3, parents may begin to send the child to a Daycare Center or Nursery School. Consider the indirect as well as direct costs of sending the child to school medical, food, wardrobe, gifts, etc. As a child grows odler, parents may consider the costs of private schools versus of public college, recreation and camps. The joys of having a family outweigh the costs.

APL OBJECTIVES: H-4, CE-4

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Motivational, Enrichment

EVALUATION BASED ON IT'S TIME FOR SCHOOL

COMMENTS: Inflation has make the quoted prices out-dated and ridiculously low.. A boring lecture is coupled with mundane pictures of faces and buildings. Main points are not streseed. Lacks viewer participation opportunities.

OVERALL RATING: Fair

THE GROWING PARENT

SERIES: UNDERSTANDING PARENTHOOD: ROLES AND RESPONSIBILITIES

5 Sound Filmstrips, 32 minutes, Color, Sound, Series $109.50, 1974
Produced and distributed by Parent's Magazine Films, Inc.
Accompanied by Discussion guide and script.

EVALUATOR: Kaye Beall

TITLES: #1 NEW RESPONSIBILITIES, NEW STRENGTHS - Adults enter marriage with their own individual values, attitudes and personalities. Therefore, the process of building a family demands consideration and compromise.

#2 OPPORTUNITIES FOR SELF-UNDERSTANDING - Sharing parenthood brings two people very close together. When a husband and wife feel secure in each other they can, in honest communication, identify conflicts and grow in self-awareness and mutual understanding .

#3 COMMUNICATION: THE KEY TO GROWTH - Communication is verbalization and shared experiences. Good communication is a significant tool in problem solving. It demands listening and hearing, relating, responding and interacting.

#4 BELONGING TO THE COMMUNITY - Families should not live emotionally isolated from their neighbors. Parents, participating in community organizations, provide for themselves and their children a sense of belonging.

#5 LOVE TAKES ON NEW MEANING - Day-to-day living strains a loving relationship. Fortunately, love is a powerful emotion which can withstand stress and times of trouble. Standard photography with narration and dialogue.

APL OBJECTIVES: H-4, 8, CR-1, 6

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review

EVALUATION BASED ON COMMUNICATION: KEY TO GROWTH

COMMENTS: The typical lecture approach adequately conveys the messages, but it is not exciting. Important points are not emphasized or reviewed. Presents the information through family situations.

OVERALL RATING: Good

PREPARING FOR PARENTHOOD

SERIES: PARENTHOOD: BRINGING NEW LIFE INTO THE WORLD
2 Sound Filmstrips, 34 minutes, Color, Sound, Series $79.50, 1977
Produced and distributed by Guidance Associates, Inc.
Accompanied by Discussion guide.

EVALUATORS: Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

TITLES: #1 HAVING CHILDREN - Emphasizes how important it is for young people to explore their hopes, their fears, their expectations and their knowledge of parenting. Two couples, an expectant mother, and a single parent discuss these topics in relation to their lifestyles.

#2 BEING A PARENT - Details different parenting styles, lifestyles, and supporting services. The Dor's have lived in an extended family and independently. Ross and Mary become parents late in life. The parental role of working parents is examined. Frank and Ruth began discussing the topic of handicapped parents. Standard photography with interviews.

APL OBJECTIVES: H-4
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment
EVALUATION BASED ON HAVING CHILDREN

COMMENTS: Illustrates and discussed both the positive and negative sides of parenthood from a mature perspective. The people used are an ordinary, realistic cross-section. Can be greatly enhanced with a group discussion. Some photographs are dark.

OVERALL RATING: Very Good

H-4

SEE ALSO

H- 3	The Prenatal Period And Infancy: Conception To age Two Preparing To Give Birth
H- 5	Family Relationships
H- 8	Managing The Family's Affairs Common Problems And Opportunities

*FEARS OF CHILDREN

16mm, 29 minutes, B/W, Sound, $275.00, Rental $22.50, Videocassette $250.00.
Produced by Oklahoma State Board of Health
Distributed by International Film Bureau, Inc.

EVALUATOR: Kaye Beall

SYNOPSIS: The experiences of five-year-old Paul as he is caught between an over protective mother and a domineering father are not pleasant. His reactions to his parents are demonstrated throughout the day. A friend helps the parents to follow some accepted child-rearing practices.

APL OBJECTIVES: H-5

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Instructional

COMMENTS: Out-of-date content. Depicts a middle class family in the traditional male-female roles. Dull presentation. Poor technical quality.

OVERALL RATING: Unacceptable

*WHAT TO DO ABOUT UPSET FEELINGS

16mm, 11 minutes, B/W, Sound, Rental $4.50, 1964
Produced by Coronet
Distributed by University of Kentucky Audiovisual Services.

EVALUATOR: Kaye Beall

SYNOPSIS: Presents four day-to-day situations in which elementary school children become upset. Explains the appropriate and inappropriate responses in each case. Standard photography with narration.

APL OBJECTIVES: H-5

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Large Group

LESSON PLAN USES: Instructional

COMMENTS: The intended audience is children; therefore the examples are childish and the information is presented slowly. Out-dated. Good instructional design. Poor technical quality due to production date.

OVERALL RATING: Poor

*FROM SOCIABLE SIX TO NOISY NINE

16mm, 22 minutes, B/W, Sound, Free Loan, 1954
Produced by Canadian National Health and Education Department
Distributed by Indiana State Board of Health

EVALUATOR: Kaye Beall

SYNOPSIS: A visit with the Hardins, a family with 6, 8 and 9 year old children. It illustrates the behavior usually exhibited by children of these ages. Shows how to help the children learn and how to discipline them. Standard photography with narration.

APL OBJECTIVES: H-5

LEVLES: 0-4, 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment

COMMENTS: Poor technical quality and old-fashioned styles are due to the 1954 copyright date. Also principles of child psychology have changed.

OVERALL RATING: Unacceptable

H-5

*CHILDREN OF CHANGE

16mm, 31 minutes, B/W, Sound, $275, Rental $22.50, Video Cassette $250
1961. Distributed by International Film Bureau, Inc.

EVALUATOR: Kaye Beall

SYNOPSIS: Dramatizes children's problems which arise when women work outside the home. Day Care Centers can provide a warm and secure environment for children during working hours.

APL OBJECTIVES: H-5

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Large Group

LESSON PLAN USES: Enrichment

COMMENTS: Out-dated statistics and information. Degrades working women. Poor technical quality.

OVERALL RATING: Unacceptable

THE CHILD AND THE FAMILY

SERIES: THE FORGOTTEN YEARS: UNDERSTANDING CHILDREN 6-12

5 Sound Filmstrips, 36 minutes, Color, Sound, Series $109.50, 1978
Produced and distributed by Parents' Magazine Films, Inc.
Accompanied by Discussion guide and scripts.

EVALUATOR: Kaye Beall

TITLES: #1 THE CHILD STEPS OUT - As the world expands for the 6-12 year-old, the family needs to provide affection and acceptance for family members as well as a sense of belonging. The family provides a framework for the child to build an identity.

#2 LIFE CHANGES - Family circumstances include economic status, race, ethnicity, religion, death, divorce, illness, mobility and the number of children. An important function of parenting is to help children interpret and understand these life changes

#3 LIVING WITH OTHERS - The child learns competition, cooperation, and compromise within the family. Assuming responsibilities in the home helps the child learn group dynamics and self-worth. Respect for others and consideration for others is also learned in the home.

#4 TELEVISION AND THE SCHOOL AGE CHILD - Television can offer relaxation, entertainment and enrichment to a child and his family; or it can, when not used properly, interfere with the child's development and family communication patterns.

#5 PARENTING AND THE MIDDLE YEARS CHILD - Pressures which impact on the school-age child result in extreme changes in behavior and attitude which can result in parent/child conflicts. This period of family life can be made easier if parents know about the developmental stages and can share feelings with other parents. Standard photography with narration.

APL OBJECTIVES: H-5
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Enrichment
EVALUATION BASED ON PARENTING AND THE MIDDLE YEARS CHILD

COMMENTS: The use of case histories to support the talk makes the presentation more interesting through the involvement in a family's life. Very good information, teaching design, and technical quality. Supportive of the parent.

OVERALL RATING: Very Good

THE GROWTH OF INTELLIGENCE

SERIES: THE FORGOTTEN YEARS: UNDERSTANDING CHILDREN 6-12

5 Sound Filmstrips, 37 minutes, Color, Sound, Series $109.50, 1978
Produced and distributed by Parents' Magazine Films, Inc.
Accompanied by Discussion guide and scripts.

EVALUATOR: Kaye Beall

TITLES: #1 THE DEVELOPING MIND - The middle years child has begun to master the ability to classify and categorize information and other learning tools which enable him to think abstractly. The mastery of these fundamental sequences in intellectual growth is essential to the formation of morals and values.

#2 NEW WAYS OF THINKING - The child 6-12 years-old uses symbols, objects and concrete experiences to relate new ideas. As he/she grows older, the child develops the ability to think abstractly by using language and symbols. Parents can provide many learning experiences.

#3 MORAL REASONING - The development of a moral sense is a difficult task. Its sequence involves learning to obey, obeying authority for fear of punishment, obeying authority as a means of cooperation, and finally, obeying through a sense of intellectual reasoning.

#4 LANGUAGE AND COMMUNICATION - Adults can assist the development of language by talking and reading with children and by helping them to express, understand and interpret their experiences. These skills are basic to thinking, learning and getting along with others.

#5 THE PARENTS' ROLE - Enriching a child's mental life is an important responsibility of parenting. A few hints are to involve the child in daily household routines, to give the child his or her own place to play and keep projects, and to be interested and involved in the child's life.

APL OBJECTIVES: H-5
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Enrichment
EVALUATION BASED ON MORAL REASONING
COMMENTS: Provides important information for parents in a lecture presentation. Lacks organization and emphasis of main ideas. Adequate technical quality.
OVERALL RATING: Good

PHYSICAL DEVELOPMENT

SERIES: THE FORGOTTEN YEARS: UNDERSTANDING CHILDREN 6-12
5 Sound Filmstrips, 38 minutes, Color, Sound, Series $109.50, 1978
Produced and distributed by Parents' Magazine Films, Inc.
Accompanied by Discussion guide and script.

EVALUATOR: Kaye Beall

TITLES: #1 GROWTH AND CHANGE - The middle years brings about growth spurts and body changes which transform children into adolescents. As each child's growth pattern is unique and some children go through a clumsy or awkward phase, parent's understanding and reassurance can help children cope with the approach of adolescence.

#2 MAINTAINING HEALTH - Proper nutrition, exercise, and adequate sleep are essential to good health; and middle childhood is the ideal time to establish good health habits.

#3 MOTOR DEVELOPMENT - Five motor skills are developed after the large motor skills have been mastered. The school activities of writing and playing a musical instrument develop and refine the fine motor skills. Parents must realize that activities which appear relatively easy may be difficult for the child who doesn't have control over small muscles.

#4 LEARNING SAFETY - Accidents are responsible for more childhood deaths than any single childhood disease. Parents can teach the proper use of playthings, sports equipment and household objects. Children also need guidance and constant reminders about possible dangers and accidents.

#5 PRE-ADOLESCENCE - The middle childhood years are characterized by the growth of secondary sex characteristics, the development of adult-like bodies, and the onset of menstruation and ejaculation. Open communication with adults will help children understand and appreciate these changes. Standard photography with narration.

APL OBJECTIVES: H-5
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional
EVALUATION BASED ON PRE-ADOLESCENCE

COMMENTS: The parent is encouraged to understand and accept his/her child's physical development as it is rather than expecting the child to be perfect. The lecture presentation becomes dull, but raises questions in the viewer's mind. The actors/actresses are a little stiff.

OVERALL RATING: Good

THE SCHOOL EXPERIENCE

SERIES: THE FORGOTTEN YEARS: UNDERSTANDING CHILDREN 6-12
5 Sound Filmstrips, 38 minutes, Color, Sound, Series $109.50, 1978
Produced and distributed by Parents' Magazine Films, Inc.
Accompanied by Discussion guide and scripts.

EVALUATOR: Kaye Beall

TITLES: #1 GOALS OF THE SCHOOL - While learning to read and write is an exciting challenge for a child, schools also provide for social and emotional experiences. A close relationship between the home and the school helps teachers understand individual children and helps parents understand the school's goals.

#2 SOCIAL AND EMOTIONAL DEVELOPMENT - Helping a child understand the school experience will better enable the child to relate to others and develop a sense of self-worth. Interest in a child's school activities, classroom visits, cooperation with teachers and genuine concern for the child's progress are some ways parents can support the child's educational experience.

#3 APPROACHES TO LEARNING - The goal of modern education is to create a classroom environment which incorporates learning principles and provides opportunities for students to learn at different rates through a wide variety of motivation. A variety of structured learning activities, self-directed activities and group activities are incorporated.

#4 THE PARENT, THE TEACHER AND THE CHILD - Children need their parent's understanding, support and encouragement to adjust to the school's restrictions and expectations: and positive parental attitudes towards school help children gain acceptance and confidence. Communication and cooperation among the parent, the teacher and the child are stressed.

#5 LEARNING PROBLEMS - Poor attitudes, emotional stress and family problems, as well as physical handicaps and nervous disorders, cause learning difficulties. If these problems are not handled promptly and properly, they may become more severe. Standard photography with narration.

APL OBJECTIVES: H-5
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational
EVALUATION BASED ON THE PARENT, THE TEACHER AND THE CHILD

COMMENTS: The case studies present interestingly the simple, vital information that each parent needs to know. Provides discussion questions. Very good technical quality.

OVERALL RATING: Very Good

A SENSE OF SELF

SERIES: THE FORGOTTEN YEARS: UNDERSTANDING CHILDREN 6-12
5 Sound Filmstrips, 38 minutes, Color, Sound, Series $109.50, 1978
Produced and distributed by Parents' Magazine Films, Inc.
Accompanied by Discussion guide and scripts.

EVALUATOR: Kaye Beall

TITLES: #1 GROWING UP - The years 6 to 12 are marked by important changes which have a profound influence on the individual and are the basis for success and happiness later. The child develops a sense of self. Parents can help their child develop to their fullest potential.

#2 EMOTIONAL DEVELOPMENT - The child in the early middle years is characterized by extremes of emotional behavior. Later the middle years child begins to learn to control his own emotional behavior and he gains sensitivity to others' feelings. Parents have a responsibility to help children understand their feelings and control behavior.

#3 THE CHILD AT PLAY - Play helps children develop physical coordination, overcome feelings of helplessness, adjust to new situations, and interact socially. Parents can act as the resource for play space and materials.

#4 SEXUAL IDENTITY - As the child experiences various stages of sexual development, they will exhibit some natural behaviors, such as avoiding the opposite sex, becoming shy about the body and developing fantasy notions. Parents need to give honest, factual information about sex and the child's body changes to help their child develop positive sexual attitudes.

#5 PEER GROUP RELATIONS - As the 6-12 year-old-child increases in age, the peer group grows in influence. Interaction with peers can strengthen the sense of self and teach leadership, cooperation, and teamwork. If the child can't conform to peer standards, he/she may be excluded from the group. The child still needs the support and guidance of parents. Standard photography with narration.

APL OBJECTIVES: H-5
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Enrichment
EVALUATION BASED ON THE CHILD AT PLAY

COMMENTS: Provides an overview of the typical behaviors found in the child 6-12. Does not detail the behaviors or the parent's roles. The spiderman example may date the production in the future. A good starter for a group discussion.

OVERALL RATING: Good

EVERYDAY PROBLEMS OF YOUNG CHILDREN

SERIES: GROWTH AND DEVELOPMENT IN CHILDREN: A PRIMER FOR PARENTS
5 Sound Filmstrips, 39 minutes, Color, Sound, Series $109.50, 1974
Produced and distributed by Parents' Magazine Films, Inc.
Accompanied by Discussion guide and scripts.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

TITLES:

#1 WHEN CHILDREN DISOBEY - Discipline is a pattern of approval and disapproval which is geared to produce certain behaviors. Adults show the values they hold in the way they discipline themselves and their children. Using negative and positive reinforcements, parents help children establish a pattern of acceptable behavior.

#2 WHEN CHILDREN ARE AGGRESSIVE - Aggression in children denotes the expression of many feelings. It is part of the child's normal drive to survive by expressing his/her need for food, love, security. It is also an expression of another range of feelings that makes up the emotional life of any child.

#3 WHEN CHILDREN DO WORRISOME THINGS - If parents can accept the statement that all behavior is motivated,it will help become aware of the cause and effect of worrisome behavior. Therefore, handling of the situation can be more appropriate. Be an example and set the standards for behavior.

#4 WHEN CHILDREN ARE AFRAID - Strange and violent fears are quite common to children ages 2-6. Most of these fears are part of normal development and should not alarm the parent. Treat the child with sensitivity, respect, and understanding. The child's feelings must be respected.

#5 WHEN CHILDREN BEGIN SCHOOL - Beginning school represents the child's transition from babyhood into childhood. The beginning of school is a milestone for both the child and his parents. How the parents handle this important time will greatly influence the child's attitude toward learning and his ability to adjust outside the home. Standard photography and drawings with narration.

APL OBJECTIVES: H-5
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational
EVALUATION BASED ON WHEN CHILDREN DISOBEY

COMMENTS: Presentation skimmed the problem of disobedience but gave no specific examples or sample solutions. Main ideas not strongly presented nor summarized. Many pictures of faces. The poor audible impulse made it difficult to match the picture to audio. Weakly presented. Good ideas.

OVERALL RATING: Fair

THE FIRST 18 MONTHS: FROM INFANT TO TODDLER

SERIES: GROWTH AND DEVELOPMENT IN CHILDREN: A PRIMER FOR PARENTS
5 Sound Filmstrips, 41 minutes, Color, Sound, Series $109.50, 1974
Produced and distributed by Parent's Magazine Films, Inc.
Accompanied by a Discussion guide and script.

EVALUATOR: Kaye Beall

TITLES: #1 THE NEW ARRIVAL - The excitement of parenthood is often mixed with feelings of anxiety and anticipation. Ecnourages new parents to learn as much as possible about an infant's growth and development. This knowledge will increase their satisfaction as parents.

#2 DISCOVERING THE WORLD - Emphasizes the importance of external stimulation as the infant develops eye-hand coordination and mobility. Lists month-by-month the skills the infant learns from birth to eighteen months.

#3 MAKING FRIENDS WITH THE FAMILY - After several weeks of living together and sharing experiences, mother and baby usually develop skills in adapting to one another. From about 6 months onward, the infant makes dramatic developmental steps. The baby is better able to delay and control his demands. The more certain the parents are of their parenting role, the easier it will be for them to allow the baby to develop individuality and independence.

#4 FIRST STEPS, FIRST WORDS - At each stage of development, the child has special needs. These stages overlap and not all children progress at the same rate. The first year is focused on sucking and eating; there is a strong desire for a "security" object. The child is beginning to explore and upset routines.

#5 A TIME FOR ADVENTURE - The second stage of life, the "anal" stage, presents difficulties for many parents. Suddenly, they are confronted with a toddler who has gained some control over himself and his environment and begins the aggressive development necessary for future growing and learning. Toilet training takes place when the child's physical control and the desire to please parents are in harmony. The child needs encouragement and support, as well as supervision and security, from parents. Standard photography with narration and interviews.

APL OBJECTIVES: H-5
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Enrichment
EVALUATION BASED ON DISCOVERING THE WORLD

COMMENTS: Provides knowledgeable and well-summarized perspective of the new baby for first time parents. Main points are not always clear as a change in baby is the only separation in lecture. Very good technical quality.

OVERALL RATING: Very Good

HOW AN AVERAGE CHILD BEHAVES: FROM BIRTH TO AGE 5

SERIES: GROWTH AND DEVELOPMENT IN CHILDREN: A PRIMER FOR PARENTS
5 Sound Filmstrips, 37 minutes, Color, Sound, Series $109.50, 1974
Produced and distributed by Parent's Magazine Films, Inc.
Accompanied by Discussion guide and script.

EVALUATOR: Kaye Beall

TITLES: #1 FROM BIRTH TO ONE: A TIME OF REMARKABLE GROWTH - An infant is a helpless human being who depends upon an adult to satisfy his/her basic needs. In the first year, the infant is adjusting to the world outside the mother's body as a separate individual. Parents must learn to interpret the baby's "signals" in order to meet the child's needs.

#2 FROM ONE TO TWO: THE TODDLER EMERGES - Children acquire new skills in walking, coordination, language, controlling the bowels, memory and self-feeding while refining old ones. They imitate the actions and sounds of their environment. Life revolves around home and the immediate family. The child also begins to test his independence.

#3 FROM TWO TO THREE: PUSHING FOR INDEPENDENCE - The ability to think is becoming increasingly important. Language skills and memory are more refined. The child sees things in relation to other things; time and space are clearer. The two-year-old is becoming more self-confident and self-assertive.

#4 FROM THREE TO FOUR: SOCIALIZATION IS THE TASK - The three-year-old is increasingly independent and experiencing real interpresonal involvement. Motor skills developed include riding tricycles, running and climbing. Children are expanding their world and more aware of external happening. Sexual differences are notices. Three-year-olds expect a logical explanation for everything. Sharing and following rules is easier.

#5 FROM FOUR TO FIVE: ENTERING THE BIG WORLD - Children of this age often feel a conflict between their own impulsive feelings and the need to comply with the parent's expectations. He thinks in a more organized way, remembers more, and completes tasks. Four-year-olds dress themselves and enjoy feeling "grown up". Some children are reading and writing. Standard photography with narration.

APL OBJECTIVES: H-5

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review

EVALUATION BASED ON FROM FOUR TO FIVE: ENTERING THE BIG WORLD

COMMENTS: Descriptive pictures clearly illustrate the straightforward lecture Main points are not emphasized and repeated. The discussion questions use the sound filmstrip as background information.

OVERALL RATING: Good

THE CHILD'S POINT OF VIEW

SERIES: UNDERSTANDING EARLY CHILDHOOD - AGES 1 THROUGH 6

5 Sound Filmstrips, 35 minutes, Color, Sound, Series $109.50, 1973
Produced and distributed by Parent's Magazine Films, Inc.
Accompanied by Discussion guide and script.

EVALUATOR: Kaye Beall

TITLES: #1 WHEN FANTASY IS REALITY - Fantasies can be very real to a child. Reassuring the child and encouraging him to express fears shows parent acceptance of the child's feelings.

#2 THE WORLD IS ALIVE - Children think that everything is made for a purpose that is for them. Thoughts and feelings are touchable and feelable. Parents must respond without humiliating or ridiculing the child.

#3 IT HAPPENED ON PURPOSE - In a child's world there is no room for accident, since all behavior is seen as intentional. The little girl refused ice cream because she became ill after eating ice cream before. She can not separate cause and affect.

#4 WHAT'S IN A NAME? - Names of people, objects, etc. are important and magical to children. An object becomes a part of the child herself, making the concept of sharing difficult.

#5 COMMUNICATION IS AN INVESTMENT - It is usually difficult for a preschool child to take an adult's point of view though the child may seem mentally mature. Parents become frustrated. Stresses the importance of openness, honesty, and acceptance of mistakes. Standard photography with narration and dramatizations.

APL OBJECTIVES: H-5

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review

EVALUATION BASED ON THE WORLD IS ALIVE

COMMENTS: It is difficult to pick out the important ideas as there is only a brief introduction, no review and dramatizations of concepts which are not verbalized. Good discussion questions. Particularly enjoyable are the children's drawings used as visuals.

OVERALL RATING: Good

THE CHILD'S RELATIONSHIP WITH THE FAMILY
SERIES: UNDERSTANDING EARLY CHILDHOOD: AGES 1 THROUGH 6
5 Sound Filmstrips, 37 minutes, Color, Sound, Series $109.50, 1973
Produced and distributed by Parents' Magazine Films, Inc.
Accomapanied by Discussion guide and script.
EVALUATOR: Kaye Beall

TITLES: #1 HOW A CHILD SEES HIMSELF - The way a child sees himself in early years can be important to his future development. Parents are like mirrors constantly confronting a child with an image of what he is like and how he is doing. A child's relationship with his family lays the foundation for future relationships.

#2 DEPENDENCE VERSUS INDEPENDENCE - The degree to which a child comes to trust the world, other people and himself, depends to a considerable degree on the quality of the care he receives. This affects the child's sense of independence.

#3 THE PARENT IS A TEACHER - Parents are the first and primary teachers of their children. Discipline is a pattern of approval and disapproval which produces certain results in behavior.

#4 FORCING THE CHILD TO FAIL - If parents need and expect too much from their children, the children may be forced to fail. Parents can impart their standards and values while helping the child gain self-acceptance.

#5 LEARNING FROM OUR CHILDREN - Children teach their parents directly and indirectly. Emphasizes that positive, honest communication can counteract parent's mistakes. Standard photography with narration.

APL OBJECTIVES: H-5
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational
EVALUATION BASED ON LEARNING FROM OUR CHILDREN

COMMENTS: The dramatizations do not effectively reiterate the main points within a boring lecture. Follow-up questions are thought provoking and allow for testing. Good pictures of cute kids.

OVERALL RATING: Good to Fair

THE DEVELOPMENT OF FEELINGS IN CHILDREN
SERIES: UNDERSTANDING EARLY CHILDHOOD: AGES 1 THROUGH 6
5 Sound Filmstrips, 41 minutes, Color, Sound, Series $109.50, 1973
Produced and distributed by Parent's Magazine Films, Inc.
EVALUATOR: Kaye Beall
TITLES: #1 HOW FEELINGS GROW - Feelings suppressed in early childhood exhibit themselves physically and emotionally years later in adult life. It is important for parents to help children learn to experience and express real feelings. Limits have to be set too.

#2 HOW TO DEAL WITH FEAR - Depicts children's fear of abandonment, "magical belief's", everyday anxieties and death. These fears must be dealt with honestly.

#3 LOVE AND JOY - A baby enjoys playing as he/she masters a new skill or overcomes a fear. A child's development and self-expression can be limited by placing too much emphasis on cleanliness.

#4 ANGER AND SADNESS - Anger is a threatening emotion which can be dealt appropriately with using inner controls. The stages of development depicting anger are exemplified by Stacy. Sadness is closely related to anger in childhood.

#5 EXPRESSING FEELING - Feelings that remain bottled up cause trouble. We have to learn to help children express their feelings to us as parents and to each other. Standard photography with narration.

APL OBJECTIVES: H-5
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional
EVALUATION BASED ON HOW FEELINGS GROW
COMMENTS: Dramatizations empahsize the important ideas with a mundane lecture presentation. Viewers are not actively involved in the subject.
OVERALL RATING: Good

PREPARING THE CHILD FOR LEARNING
SERIES: UNDERSTANDING EARLY CHILDHOOD: AGES ONE TO SIX
5 Sound Filmstrips, Color, Sound, $109.50, 1973
Produced and distributed by Parents' Magazine Films, Inc.
Accompanied by Discussion guide and scripts.
EVALUATOR: Kaye Beall
TITLES: #1 HOW AN INFANT'S MIND GROWS - Relates an infant's physical growth to what is known about his/her mental growth and development. For example, the baby has a working nervous system five months before birth and, therefore, his mind grows and develops very early.
#2 HOW THE YOUNG CHILD'S MIND GROWS - A small child learns to use and coordinate his muscles and nervous system in ways that tell us his mind is developing too. Pretending, imagining, and mimicking are also ways children develop their minds.
#3 HOW LANGUAGE GROWS - Language generally develops in children between 2-3 years of age. Children organize and understand their environment through language.
#4 LEARNING EVERY DAY - Music, painting, dancing, sculpture, building - all these have a role in the child's learning process. Play is important to the learning process.
#5 WHERE CAN A YOUNG CHILD LEARN? - The child continually learns from the people and situations in his environment from the day he's born throughout life.
APL OBJECTIVES: H-5
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
COMMENTS: See others in the series Understand Early Childhood: Ages One to Six

CHILDREN

SERIES: UNDERSTANDING PARENTHOOD: ROLES AND RESPONSIBILITIES
5 Sound Filmstrips, 33 minutes, Color, Sound, Series $109.50, 1974
Produced and distributed by Parent's Magazine Films, Inc.

EVALUATOR: Kaye Beall

TITLES: #1 THE FAMILY EXPERIENCE - Infants start life so utterly dependent that it is hard for parents to stand back and allow them to think and do for themselves as they grow. If children are encouraged toward independence, they can become autonomous and mature.

#2 WHAT ABOUT FATHERS? - The mother's importance and responsibility in child rearing has always been accepted. However, a child needs to feel secure in his/her father, too. The father's role is particularly important during early adolescence. Presented through case histories.

#3 CHILDREN AS SCAPEGOATS - Angry feelings are better expressed than internalized, but our children should not be the butt of our frustrations. Children are too vulnerable and will be confused by negative feelings which they don't deserve or understand.

#4 ENCOURAGING INDEPENDENCE - Marriages have their share of rough periods, yet can still provide a wholesome environment for children. However, when conflicts become all pervasive and constant with no positive feelings, damage to family members is inevitable.

#5 WHY FAMILY? - When one individual in the family group has problems, all the family members are affected. How can we prepare children for marriage and family life? Standard photography and dramatizations with narration.

APL OBJECTIVES: H-5
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Enrichment
EVALUATION BASED ON WHAT ABOUT FATHERS?

COMMENTS: Perpetuates the stereotype of the woman as housewife and mother. Important concepts are not stressed. Viewer does not become emotionally or intellectually involved in the presentation.

OVERALL RATING: Good

FAMILY RELATIONSHIPS

SERIES: UNDERSTANDING PARENTHOOD: ROLES AND RESPONSIBILITIES
5 Sound Filmstrips, 35 minutes, Color, Sound, Series $109.50, 1974
Produced and distributed by Parent's Magazine Films, Inc.
Accompanied by Discussion guide and script.

EVALUATOR: Kaye Beall

TITLES: #1 BECOMING A FAMILY - Taking responsibility for others requires an adaptation process and is not accomplished without a sense of loss and feeling of burden. At the same time, parental responsibilities offer opportunities for personal growth and gratification.

#2 DIFFERENCES GREAT AND SMALL - When adults understand the uniqueness of individuals, they can accept difference and see it as adding richness and variety to family life. When difference of opinion creates problems, the respect for individuality helps parents deal with conflict constructively.

#3 EXPECTATIONS VERSUS REALITIES - Hereditary traits and the environment influence the kind of person a child will become. This real individual may not meet a parent's expectations. Allowing each family member to be an individual creates warmth, love and acceptance.

#4 INDIVIDUAL NEEDS - Successful family living begins with the basic premise that every member has needs and that the family structure can meet them. This requires hard work and a willingness to learn from experience.

#5 TALKING IT OVER - Verbalizing complaints is a first step to solving family problems. Conflict may even be avoided if the ability to talk over problems has been early established as a family pattern. Standard photography with narration.

APL OBJECTIVES: H-4, 5, 8
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Enrichment
EVALUATION BASED ON EXPECTATIONS VERSUS REALITIES

COMMENTS: The many photographs of families do not illustrate the concepts presented. The short introduction, lack of emphasis on main ideas and little viewer problem solving or application impairs the instructional quality.

OVERALL RATING: Good

PARENTHOOD MYTHS AND REALITIES

2 Sound Filmstrips, 16 minutes, Color, Sound, Series, $79.50, 1972
Produced and distributed by Guidance Associates, Inc.
Accompanied by Discussion guide.

EVALUATORS: Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

TITLES: #1 FROM THE CHILD'S PERSPECTIVE - Presents a series of dramatized scenes portraying everyday interactions between parents and children. These interactions are photographed as if the camera were eyes. The child's view progresses from birth to young adulthood using different parents and children.

#2 ADULT PERSPECTIVES - In a roundtable discussion led by Robert E. Gould M.D., six individuals explore the reasons that people have for becoming parents. The wrong reasons and myths of parenthood are emphasized. Dramatizations and standard photography with discussion

APL OBJECTIVES: H-5

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment

EVALUATION BASED ON FROM THE CHILD'S PERSPECTIVE

COMMENTS: It is difficult to follow the main ideas as the camera quickly jumps from one situation to another without reiterating the idea portrayed. Not designed to be used as self-teaching tool; therefore, poor instructional design. Provokes one to examine oneself as a parent; needs follow-up discussion. Creatively and well produced technically.

OVERALL RATING: Good

H-5

SEE ALSO

H- 3 The Prenatal Period And Infancy: Conception to Age Two

H- 8 Parenting: Fathers, Mothers and Others

H-10 Food To Grow On: Nutrition From Newborn Through Teens

ADOLESCENT CONFLICT: PARENTS VS. TEENS

2 Sound Filmstrips, Approximately 30 minutes, Color, Sound, Series $89.00
1977. Produced and distributed by Sunburst Communications.
Accompanied by Teacher's guide with script.

EVALUATOR: Kaye Beall

TITLES: #1 UNDERSTANDING CONFLICT - Parent-teenager conflicts are inevitable due to several basic causes. The adolescent's need for independence fights the need for security. Pressures from school, peers and home aggravate these internal conflicts. Parents desire their children to gain maturity and self-confidence, but need to maintain an authoritative, nurturing role. This is complicated by the pressures of career, role change and aging. Ends with a typical curfew scene.

#2 DEALING WITH THE CONFLICT - A father-son conflict is used to introduce a way to resolve conflict, transactional analysis. Every person has three distinct "selves": parent, child and adult. The more a person acts like an adult, the more mature and responsible the behavior is and the less conflict. Audio exercises give practice in identifying parent, child and adult messages. Standard photography with narration and dramatization.

APL OBJECTIVES: H-6

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Motivational

COMMENTS: Well-organized explanation and demonstration of the current transactional analysis theory and of the causes of adult-adolescent conflict. Written directly to teenagers, (the you!). Viewers must answer questions while listening.

OVERALL RATING: Good

TEEN-PARENT RELATIONSHIPS

6 Sound Filmstrips, 50 minutes, Color, Sound, Series $91.00, 1968
Produced and distributed by Q & Ed Productions
Accompanied by a teacher's guide and script

EVALUATORS: Diane Alderfer, Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

TITLES:
- #1 ADOLESCENT REVOLT
- #2 TOO MUCH HELP
- #3 NEED TO BELONG
- #4 STERN FATHER
- #5 BEING AN INDIVIDUAL
- #6 BROTHER-SISTER RELATIONSHIPS

APL OBJECTIVES: H-6, 8
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Motivational, Enrichment
EVALUATION BASED ON ADOLESCENT REVOLT

SYNOPSIS: Dan Davis is beginning the psychological weaning period which occurs in adolescence. The teenager is taking the responsibility for his actions and becoming independent of his parents. Dan wants more privacy and the opportunity to make his own moral decisions on sex, smoking, etc. Dan's parents are learning to make these adjustments. Cartoon dramatization with dialogue.

COMMENTS: Depicts a typical middle class family in the stereotyped role of mother in the apron and father in the suit and tie. Out-dated fashions. Poor instructional design due to conversational dialogue. Over-dramatization of a touchy topic. Poor visuals.

OVERALL RATING: Fair

*SOCIAL-SEX ATTITUDES IN ADOLESCENCE

16mm, 20 minutes, B/W, Sound, Free Loan, 1953
Produced by McGraw Hill
Distributed by Indiana State Board of Health

EVALUATOR: Kaye Beall

SYNOPSIS: Shows how two teenagers, Bob and Mary, meet members of the opposite sex and how they adjust socially. Bob and Mary bring their independent attitudes toward love to their life as a couple. These attitudes come from parental guidance, personal experience, and sex training in childhood. Standard photography with narration.

APL OBJECTIVES: H-6
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Small Group, Large Group
LESSON PLAN USES: Instructional, Enrichment

COMMENTS: Information and styles are not contemporary - ancient! Poor technical quality due to 1953 production.

OVERALL RATING: Unacceptable

YOU AND YOUR FAMILY

SERIES: HEALTH: DECISIONS FOR GROWTH

Sound Filmstrip, 12 minutes, Color, Sound, Series $68.00, 1976
Produced and distributed by Harcourt Brace Jovansvich, Inc.
Accompanied by Teacher's guide with script.

EVALUATOR: Kaye Beall

SYNOPSIS: In the year 1999, Brenda Sarchez receives a telelink call from her father who is upset because she doesn't keep in touch. This conflict triggers Brenda's memories of her teenage years at home when she wanted to assume more responsibilities and her parents wanted to protect her. Talesman, Brenda's son, is a teenager now and Brenda finds herself making a difficult decision between his working to buy a hover bike or attending hyper-school. Brenda's father tele-links back and they resolve their conflict as two equal adults. Standard photography with narration.

APL OBJECTIVES: H-6

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Motivational, Review

COMMENTS: A delightful visit with a family living 20 years in the future. The independence-nuturing conflict is repeated among generations to emphasize and illustrate this concept well. Creative use of shadows and portraits in the visuals.

OVERALL RATING: Very Good

H-6

SEE ALSO

H- 7	Mental Health Clean, Cleaner, Cleanest: Brushing Teeth The Great American Mouth Myth
H-10	Food To Grow On: Nutrition From Newborn Through Teen
H-11	The Alcoholic: By A Jury Of His Peers

GOOD GROOMING
SERIES: LIFESKILLS
4 Sound Filmstrips, 41 minutes, Color, Sound, Series $135.00, 1981
Produced and distributed by Society for Visual Education, Inc.
Accompanied by Teacher's manual and skill extenders.
EVALUATOR: Kaye Beall

TITLES: #1 LOOKING GOOD, FEELING GOOD - Presents a series of open-ended ideas and thoughts on what good grooming is-being well groomed is not only an end in itself but also a means to an end, the appearance we make reflects how we feel about ourselves, the appearance we make has an effect on thw way people relate to us, and the practice of good grooming can develop overall self-confidence and self-esteem.

#2 DIET AND EXERCISE - Discusses nutrition and exercise as it relates to the questions of good grooming. Gives suggestions on how to keep fit through a regular program of exercise and a well balanced diet.

#3 SKIN CARE AND HAIR CARE - Outlines the importance of general cleanliness and then examines, in detail, skin and hair techniques. Hair styling and treating acne are discussed at length.

#4 CHOOSING YOUR OWN STYLE - Discusses clothing styles, fashions, and fads; and examines the importance of selecting clothes which enhance appearance, flatter individual body shape and size and accomodate the individual's lifestyle. Standard photography with narration.

APL OBJECTIVES: H-7, 10 OK-6
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional
EVALUATION BASED ON CHOOSING YOUR OWN STYLE

COMMENTS: A fast-paced overview of choosing clothes by colors, texture, lines, and scale. The emphasis is placed on analyzing one's lifestyle and activities to purchase clothing which meets these needs. Uses high school students as actors and actresses along with younger clothing styles. Excellent skill extenders supplement the content of the filmstrip. A lot of pictures of clothes.

OVERALL RATING: Good

*THE GREAT AMERICAN MOUTH MYTH

Videocassette, 60 minutes, Color, Sound, $180.00
Produced and distributed by Maryland Center for Public Broadcasting

EVALUATOR: Kaye Beall

SYNOPSIS: The narrator discusses the reasons for and the methods of preventive dental care. These methods are demonstrated at scientific research institutes. The results of dental research are also discussed. Standard photography and historical drawings with narration.

APL OBJECTIVES: H-6, 7

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional

COMMENTS: Technical and boring. Does not give basic, practical information on dental care which can be practiced at home. Lacks organization. Visuals are light. Actors are stiff, and clothing style out-of-date.

OVERALL RATING: Poor

*THE BATTERED WOMAN

Videocassette, 60 minutes, Color, Sound, $180.00
Produced and distributed by Maryland Center for Public Broadcasting

EVALUATOR: Kaye Beall

SYNOPSIS: Seven women who have suffered physical abuse from their husbands reveal their lives in gripping detail. The program discusses how the victim and her family are affected by counseling, police intervention, the court system and shelters. Expert panelists comment on possible answers to the problem, explain the extent of wife abuse in society and discuss why men abuse their wives and why women stay with them. Standard photography with interviews.

APL OBJECTIVES: H-1, 7 CR-1

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Motivational

COMMENTS: Very long and detailed look at wife abuse. The viewer becomes emotionally sympathetic to the women as they talk about their experience, and feelings. The panel of experts presents the orgainzed, factual content which is illustrated by the women's stories. The visuals are shots of the panel and women talking.

OVERALL RATING: Very Good

***MENTAL HEALTH**

16mm, 14 minutes, B/W, Sound, Rental $4.50, 1952
Produced by Encyclopedia Britannica Education Corporation
Distributed by University of Kentucky
Accompanied by Discussion questions and introduction.

EVALUATOR: Kaye Beall

SYNOPSIS: Dr. Martinson reflects on the mental health problems of four high school students as they participate in their graduation ceremonies. The four basic rules for staying in good mental health are: (1) Don't bottle up emotions (2) Develop the habit of feeling right about one's self (3) Feel right about other people (4) Form the habit of doing something about a problem as soon as it comes up. Standard photography with narration.

APL OBJECTIVES: H-6, 7

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Large Group

LESSON PALN USES: Instructional

COMMENTS: Out-dated fashions, information and technical quality due to 1952 copyright date.

OVERALL RATING: Poor

***THE FITNESS CHALLENGE**

16mm, 28 minutes, Color, Sound, Free Loan, 1955
Produced by President's Council on Physical Fitness
Distributed by Indiana State Board of Health.

EVALUATORS: Kaye Beall, Julie Rife, Margaret Steinacker, Winamac, ABE/GED Students

SYNOPSIS: U.S. freedom flourishes with good health. The signs of unfitness are listed and then embodied in Tom, a 40 year old businessman, who comes home in the middle of the afternoon tired. Tom, his wife Mary, and his son Billy dramatize the important steps of the program suggested by the President's Council on Physical Fitness: a doctor's examination, calisthentics, diet control and regular exercise for circulatory fitness and muscle tone. After adopting the program, the family is shown going to the YMCA to swim and then out for dinner. Dramatizations.

APL OBJECTIVES: H-7

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational

COMMENTS: Out-dated fashions and typical middle-class ideas. Pro-American introduction suggests that physical fitness is required of every good U.S. citizen. Visuals are reddish due to production date. Over dramatization of story line.

OVERALL RATING: Fair

:PERSONAL CARE

Transparencies/Worksheets, B/W, $3.50, 1981
Produced and distributed by Proctor and Gamble Educational Serivces
Accompanied by Educator resource guide and wall chart.

EVALUATORS: Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

SYNOPSIS: Student worksheets, visual masters and a wall chart are combined to help the users to identify their own values and attitudes about personal appearance, to identify their physical characteristics and to use personal care procedures and products in good grooming practices. The student will be able to relate personal values, physical traits, grooming skills and fashion trends into developing a appearance standard which is comfortable and attractive.

APL OBJECTIVES: OK-6 H-7,8

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment

COMMENTS: Written for high school students, but could be adapted easily for use with adults. Good grooming is a step towards employability and a positive self-concept. Requires a group discussion format for most lessons and student is involved in the learning process through the worksheets. Provides a practical, simple approach which could be more exciting in a different audiovisual medium.

OVERALL RATING: Good

*CLEAN, CLEANER, CLEANEST: BRUSHING

16mm, 5 minutes, Color, Sound, Free Loan, 1976
Produced by American Dental Association
Distributed by Indiana State Board of Health.

EVALUATOR: Kaye Beall

SYNOPSIS: A young man describes proper tooth brushing techniques in detail : motion of brushing, toothbursh quality, and rinsing.

APL OBJECTIVES: H-7

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review

COMMENTS: This step-by-step demonstration thoroughly covers the basics of tooth brushing. Pictures a teenager. High technical quality.

OVERALL RATING: Very Good

PERSONAL GROOMING AND HYGIENE

16mm, 11 minutes, Color, Sound, Purchase $299.00, Rental $47.50, 1979
Produced and distributed by National Educational Media, Inc.
Accompanied by a Leader's guide, study guide and lesson plan.

EVALUATOR: Kaye Beall

SYNOPSIS: Stresses the importance of personal grooming and hygiene at home and on the job. Detailed information on bathing; shampooing; care of teeth; shaving; trimming nails and use of deodorants, cosmetics and perfume. Encourages employees to dress neatly and appropriately for work. Standard photography with narration.

APL OBJECTIVES: H-7, OK-6

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Motivational, Review

COMMENTS: Depicts several people from various minority groups as typical workers, not whites in executive positions. Excellent instructional design. Very thorough, straight forward treatment of personal hygiene.

OVERALL RATING: Very Good

H-7

*CLEANLINESS AND HEALTH - 2ND ED.

16mm, 10½ minutes, Color, Sound, $195.00, 1968
Produced and distributed by Coronet Instructional Media.

EVALUATOR: Kaye Beall

SYNOPSIS: Emphasizes the importance of cleanliness with the photomicography of germs, bacteria and hospital sanitation. Children illustrate the washing of hair and body and the wearing of clean clothes.

APL OBJECTIVES: H-7

LEVELS: 0-4,

GROUPINGS: Large Group

LESSON PLAN USES: Instructional

COMMENTS: Written for children. Styles are out-of-date. Black people were depicted as hospital launderers, while whites were the doctors and nurses. Dull.

OVERALL RATING: Unacceptable

YOUR HEALTH: IT'S YOUR RESPONSIBILITY

3 Sound Filmstrips, 34 minutes, Color, Sound, Series $119.00, 1981
Produced by Warren Schloat. Distributed by Sunburst Communications
Accompanied by Teacher's guide and script.

EVALUATORS: Diane Alderfer, Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

TITLES: #1 WELLNESS: WHAT IS IT? - A medical advances have reduced the threat of infectious diseases, today we are faced by health dangers which we bring on ourselves. The wellness life style aims at promoting a healthier, longer life. Reviews the seven factors found in the UCLA study which are related to longer life expectancy and lists smoking, obesity and alcohol abuse as the major dangers to health.

#2 WELLNESS: HOW TO GET IT - The wellness wheel consists of five dimensions: stress management, nutritional awareness, physical fitness, personal health and safety, and self-image. These five areas are defined. A self-quiz follows and suggestions for improvement are given.

#3 YOUR WELLNESS PROGRAM - Compares medical treatment for illness with disease prevention and health promotion as demonstrated for school and business health education programs. Suzanne describes her wellness program as she highlights the five aspects of an effective program:

(1) Pick a primary goal
(2) Set short-range objectives
(3) Build in rewards
(4) Keep a written progress record
(5) Build in support

APL OBJECTIVES: H-7, 10, 11
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment
EVALUATION BASED ON WELLNESS: HOW TO GET IT

COMMENTS: The content is thorough and well organized with a brief introduction of the wellness wheel as a whole, the coverage of its various sections and a final summary. The personal inventories are a very effective means of involving the viewer and emphasizing the factors of good health. The projector and tape must be stopped when the quizzes are being taken.

OVERALL RATING: Very Good

SEE ALSO

CE- 6	Health: Decisions For Growth
OK- 6	Succeeding At Work
H- 2	Shopping For Health Care Spending Your Health Dollars
H- 3	Preparing To Give Birth
H-10	Nutrition: What's In It For You

MANAGING THE FAMILY'S AFFAIRS

12 Sound Filmstrips, 122 minutes 47 seconds, Color, Sound, Series $204.00, Each $25.00, 1971. Produced by Educational Direction, Inc. Distributed by Eye Gate Media. Accompanied by a Summary and discussion questions at the end of the filmstrip.

EVALUATORS: Kaye Beall, Ruby Harrington, Julie Rife, Margaret Steinacker, Winamac Adult Learning Center

TITLES:
- #1 LEARNING TO LIVE TOGETHER - Introduces the idea that marriage is a 60-50 proposition for both partners. Marriage is not like single life or living with parents. New rules are made.
- #2 THE NEW HOME - A house need not be furnished completely and perfectly before living in it. Gives suggestions for temporary measure.
- #3 THE BUDGET, TODAY AND TOMORROW - Details the steps in making a budget, revising it, working with it, adapting it and living within it.
- #4 CASH AND CREDIT - Explains that credit costs money so that one needs to shop for reasonable interest rates. Describes how to balance a checkbook.
- #5 HOW TO SHOP - Shows examples of how to avoid making the wrong purchases.
- #6 "JUST SIGN HERE" - Describes practically time payment, what it costs and where the pitfalls lie.
- #7 AS THE FAMILY GROWS - A new baby means financial and emotional changes to the family.
- #8 THE FAMILY AND ITS LEGAL RIGHTS - Presents examples of a family's rights and some infringements.
- #9 THE FAMILY AND ITS LEGAL RESPONSIBILITIES - Points out that we are not only responsible for the well-being of our family, but also others who come into contact with the family. Discusses liability insurance.
- #10 PROTECTING WHAT THE FAMILY HAS - A discussion of wills, life and health insurance, and savings.
- #11 THE FAMILY AND THE COMMUNITY - The family is a part of the community. If you make the effort, you will find friends and activities that make your life satisfying.
- #12 HELP! THIS IS AN EMERGENCY - Know the basic rules to follow in an emergency and the techniques for mouth-to-mouth resuscitation and poisoning.

APL OBJECTIVES: CE-4, 6, 7, 8, 12, 13, 15, 16, 17, 18, 19 H-1, 3, 4, 8
CR-1, 3, 4, 5 G&L-1, 2, 3, 4

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional

EVALUATION BASED ON LEARNING TO LIVE TOGETHER AND THE FAMILY AND ITS LEGAL RIGHTS

COMMENTS: Geared to young adults beginning a family life, with a very thorough coverage of these important topics. Monotonous rapid reading of the narration. Poor instructional design. Standard photography.

OVERALL RATING: Good

*MARRIAGE IS A PARTNERSHIP

16mm, 17 minutes, Color, Sound, Rental $7.20, 1951
Produced by Coronet Instructional Media
Distributed by Northern Illinois University.

EVALUATOR: Kaye Beall

SYNOPSIS: Shows flashbacks of the problems and adjustments that occurred during the first year of Dotty and Pete's marriage: decision-making, in-law relationships, money-related conflicts and the growing up and away from parents.

APL OBJECTIVES: H-8

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Large Group

LESSON PLAN USES: Moitvational, Enrichment

COMMENTS: The man is the bread-winner;the woman stays at home, cooking and cleaning. This out-dated stereotype, old fashioned clothing styles, poor technical quality and the out-dated information are a result of the 1951 production date.

OVERALL RATING: Unacceptable

ME AND OTHERS

Kit, Color, Sound, $129.00, 1976
Produced and distributed by Educational Design, Inc.

EVALUATOR: Kaye Beall

SYNOPSIS: The workbook contains 71 activities which are grouped into four sections to teach persons how to live with and like themselves and others.

#1 ME - Develops self-awareness, a positive self-image and the ability to use imagination.
#2 OTHERS - Increases awareness of other's feelings, opinions and problems and brings about a realization of how other people's expectations, needs and demands can shape my life.
#3 ME AND OTHERS - Students work with each other to arrive at common solutions to different tasks and problems.
#4 PUTTING IT TOGETHER - Summarizes what the student has learned about himself/herself and other people.

The two sound filmstrips and two cassette tapes may be used when needed during the program:

#1 THE IDEAL PERSON - This filmstrip looks at the ideal person in four different cultures-ancient Greece, modern China, traditional India and today's America. Explores what the viewer might consider as the "ideal" for himself and for others. Standard photography with narration.
#2 HOW DO THEY FEEL - This filmstrip depicts a variety of people who are either displaying emotion or are involved in a situation that might be expected to evoke strong feelings. Dramatizations.
#3 RELAX - Teaches a simple technique of consciously achieving mental and physical relaxation.
FANTASY TRIP - Teaches a method of relaxation by requiring the listener to imagine a fantasy trip to an idealized wish-fulfilled spot.
#4 SITUATIONS FOR ROLEPLAYS - Presents 20 situations for roleplaying.

APL OBJECTIVES: H-8
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group
LESSON PLAN USES: Enrichment
COMMENTS: Uses examples and situations to which high school students can more readily empathize with than the adult student. This may restrict its use in the adult class. Very good information, exercises, and instructional design.
OVERALL RATING: Good

H-8

*NEIGHBORS

16mm, 9 minutes, Color, Sound, $155, Rental $10.00, Video Cassette $140.00
1952. Produced by National Film Board of Canada
Distributed by International Film Bureau, Inc.

EVALUATORS: Kaye Beall, Diane Alderfer, Carole Podwell, Connie Snyder, Margaret Steinacker, Rosalie Tressler and Winamac & Logansport ABE/GED Students

SYNOPSIS: Two men live tolerantly beside each other until a flower grows between their properties. A violent struggle begins as each man desires the flower for himself. Peace comes when the men, their families, and their homes are totally destroyed. A classic parable. Stop-action animation with music.

APL OBJECTIVES: H-8

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Motivational, Enrichment

COMMENTS: Causes a highly emotional response in the viewer which needs to be discussed. A stimulus for discussing interpersonal relationships. The ugliness and child abuse depicted may overwhelm some viewers; previewing is necessary. Definitely makes the point: Love your Neighbor!

OVERALL RATING: Good

H-8

*ANGER AT WORK

16mm, 21 minutes, B/W, Sound, $210.00, Rental $19.75, Video Cassette $175.
Produced by the University of Oklahoma
Distributed by International Film Bureau, Inc.

EVALUATOR: Kaye Beall

SYNOPSIS: Explains man's displacement of anger on to others and how this impairs work efficiency. The five incidents depicted in the film show the different ways people handle anger. Dramatization with monologue.

APL OBJECTIVES: H-8

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Instructional

COMMENTS: An uninteresting, out-dated presentation produced in 1956. Actors and Actresses are white men and women in the business world. Poor technical quality.

OVERALL RATING: Unacceptable

TIME OF YOUR LIFE: A SYSTEMATIC APPROACH TO PERSONAL DECISION-MAKING

4 Sound Filmstrips, 26:35 minutes, Color, Sound, Series $15.95, 1979
Produced by Mind Media. Distributed by Tupperware Educational Services
Accompanied by Program guide, duplicating masters, and scripts.

EVALUATORS: Kaye Beall, Debra BerkShire, Carole Podwell, Connie Snyder, Rosalie Tressler, Bonita Tribbett

TITLES: #1 DECIDE GOALS - Concentrates on the first step of the decision-making process, deciding goals. The steps in determining goals include : (1) identifying values, (2) identifying short-and-long-term goals (3) thinking how values affect the goals, and (4) prioritizing the goals. Situations demonstrating the process include a middle-age man decides to quit smoking and begin exercising; A young woman decides to become a ballet dancer; A young man evaluates his skills and interests while training for a career.

#2 RESOURCES - For a person to know how, when, and where to act on a goal the right kind of research must be undertaken first. The exploration begins with the self: skills, talents, time, money, energy, determination and motivation. Three other sources are people, organizations and publications. Three people talk about their personal exploration for resources.

#3 PLAN-ACT - A well thought-out and executed plan can have astonishing results. Viewers are told to focus on a specification and set a time table. Other aspects of planning are the consideration of risks involved, scheduling techniques, flexibility, practical strategies, and self-discipline. Time management is the key to accomplishing goals. Three personal examples are used to illustrated the planning step.

#4 EVALUATE AND FOLLOW THROUGH - The real test for each person's plan of action is that it becomes a part of everyday life. Self-satisfaction is evaluated by follow-up and further completion of long-term goals. Three case histories are used. Standard photography with narration.

APL OBJECTIVES: OK-2 H-8
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment
EVALUATION BASED ON DECIDE GOALS

COMMENTS: Uses typical middle-class goals and values as examples. Very good instructional design which includes simple directions for goal setting. Organization of main ideas is hard to follow on filmstrip. Some photographs are light.

OVERALL RATING: Good

YOU AND YOUR JOB INTERVIEW

2 Sound Filmstrips, 27 minutes, Color, Sound, Series $79.50, 1975
Produced and distributed by Guidance Associates, Inc.
Accompanied by Teacher's guide.

EVALUATORS: Diane Alderfer, Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

TITLES: #1 PREPARING FOR THE INTERVIEW - Gaining confidence in interviewing takes practice and communication skills. Many situations in life are similar to the job interview as demonstrated by the father-son discussions, the nurses' talk as friends, the boy's request for information from his sister, and the employment interviews. The job applicant needs the following skills: (1) To listen attentively (2) To give information clearly (3) To ask relevant and appropriate questions (4) To express positive attitudes through words, appearance, and body language Standard photography with narration.

#2 THE INTERVIEW - Presents 4 sample job interviews for discussion

APL OBJECTIVES: OK-3, 5 H-8

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review

COMMENTS: Most pictures showed people in a variety of believeable situations, though the nurses wore mini-skirts. Not enough repetition of information. The filmstrip needs to be stopped after each point or example so that the points can be reinforced and discussed. Excellent role-playing suggestions in Teacher's guide. Difficult to follow the narration at times because of the quick pace, slurred words, and disjointed narration dialogue. Dark visuals occasionally.

OVERALL RATING: Good

COMMON PROBLEMS AND OPPORTUNITIES

SERIES: WILL YOU MARRY ME?: MARRIAGE AND CREATING A SUCCESSFUL MARRIAGE
5 Sound Filmstrips, 39 minutes, Color, Sound, Series $109.50, 1974
Produced and distributed by Parents' Magazine Films, Inc.
Accompanied by Discussion guide and scripts.

EVALUATOR: Kaye Beall

TITLES: #1 CHILDREN - Most newlyweds today still plan to have children at some point, but few have a realistic notion of what parenthood means. Some ups and downs of parenthood are discussed: favorite stages, father's participation, fatigue.

#2 OTHER PEOPLE - When a couple marries, they discover that they've married a whole family. Friends and in-laws can multiply the problems--or the joys--of a marriage.

#3 MONEY - In order for a marriage to work smoothly, money must be obtained and spent in a way which is agreeable to both partners. Budgeting money and planning finances is tied up with values and lifestyle.

#4 BASIC DIFFERENCES AND WHAT TO DO ABOUT THEM - Even before marriage, a couple can begin to work out a method of communication. Compromise and accomodation will solve some problems. Hostility expressed in physical or verbal fighting increases negative feelings.

#5 DIVORCE - This consideration of divorce and the factors leading up to it help one understand what makes a marriage work. The problems of divorce do not end when the decree is final. Standard photography with narration.

APL OBJECTIVES: CE-4 H-4, 8

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment

EVALUATION BASED ON OTHER PEOPLE

COMMENTS: Provides a good insight into the problems and some possible solutions which may occur between husband and wife in their relationships with in-laws and friends. Not designed as a teaching tool, but to start discussion. Out-dated clothing styles.

OVERALL RATING: Good

LOOKING AHEAD AND BACK: FOUR MARRIAGES

SERIES: WILL YOU MARRY ME?: MARRIAGE AND CREATING A SUCCESSFUL MARRIAGE
5 Sound Filmstrips, 40 minutes, Color, Sound, Series $109.50, 1974
Produced and distributed by Parents' Magazine Films, Inc.
Accompanied by Discussion guide and scripts.

EVALUATOR: Kaye Beall

TITLES: #1 MARGIE AND BOB: HAPPINESS AHEAD - Bob and Margie, an engaged couple, have finished their educations and are now working. Each seems to have a fairly well-developed sense of identity, and they discuss some of the problem spots in their relationship-premarital intercourse, family disapproval, over-dependency and Margie's career.

#2 KATHY AND STEVE: A ROCKY ROAD - Kathy and Steve's marriage had a difficult beginning due largely to a long physical separation. They were able to meet the challenge and grow from the hardships. Kathy and Steve work hard at keeping their relationship interesting.

#3 BARBARA AND AL: SEPARATE WAYS - Barbara and Al did not save their marriage, but they have a friendly divorce, because they just drifted apart. Family, friends and community services can help to strengthen a marriage.

#4 MICKEY AND ELAINE: GROWTH AND CONTENTMENT - Mickey and Elaine discuss the roles that personal growth, respect and self-esteem have had in their successful marriage. They have grown, both separately and together, and are looking forward to continuing their life together.

#5 MARRIAGE: WHAT IS IT ALL ABOUT? - The four previous filmstrips are discussed by a marriage counselor. Dr. Singer raises questions about the four couples and emphasizes the need for "active concern" and communication in marriage. Standard photography and case histories.

APL OBJECTIVES: H-8
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Motivational, Enrichment
EVALUATION BASED ON MARGIE AND BOB: HAPPINESS AHEAD

COMMENTS: Fashions are out-of-style. Lacks organization, repetition and feeling. Visuals are light and of faces talking. Makes the point that communication is the key to a successful marriage.

OVERALL RATING: Fair

THE MANY ASPECTS OF LOVE

SERIES: WILL YOU MARRY ME?: MARRIAGE AND CREATING A SUCCESSFUL MARRIAGE
5 Sound Filmstrips, 35 minutes, Color, Sound, Series $109.50, 1974
Produced and distributed by Parents' Magazine Films, Inc.
Accompanied by Discussion guide and script.

EVALUATOR: Kaye Beall

TITLES: #1 HOW WILL I KNOW? - Encourages people to think more about love and its different forms - physical, romantic, parent-child, sibling, friends.

#2 EXPRESSIONS OF LOVE - It is important that partners find ways of expressing love that meet the needs of each and both. The couple has the responsibility and obligation to give and receive.

#3 CONTERFEIT LOVE - Deals with some of the differences between lasting and counterfeit love. The chances of a successful marriage may increase with knowing the person for a length of time, several relationships with the opposite sex, and "realistic visions" of a life together.

#4 IDENTITY AND LOVE - Discusses the importance of knowing one's self and becoming relatively stable-before getting involved in deep relationships.

#5 LOVING AND GROWING - Marriage, a relationship between two people, is good and satisfying if each person is able to grow, learn, and change. Discusses some problems which may be encountered when both partners have careers. Standard photography with narration.

APL OBJECTIVES: H-8

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment

EVALUATION BASED ON EXPRESSIONS OF LOVE

COMMENTS: Good coverage of the subject. The viewer is challenged to examine his/her emotions and to make a more intelligent decision in choosing a marriage partner. Out-of-date clothing fashions.

OVERALL RATING: Good

MARRIAGE: WHAT IS IT ALL ABOUT?

SERIES: WILL YOU MARRY ME?: MARRIAGE AND CREATING A SUCCESSFUL MARRIAGE
5 Sound Filmstrips, 42 minutes, Color, Sound, Series $109.50, 1974
Produced and distributed by Parents' Magazine Films, Inc.
Accompanied by Discussion guide and scripts.

EVALUATOR: Kaye Beall

TITLES: #1 IN PERSPECTIVE - Points out some of the reasons marriage exists, and shows that marriage is not for everyone. Some men and women tell how marriage differed from all that they had expected. Both marriage partners must have the capacity to give of themselves.

#2 WHAT BRINGS THESE TWO TOGETHER? - Discusses the difference between the love that people "fall into" and the love that is a basis for marriage. These ideas about love come from books, songs, movies, television, parents and other people. A person needs to know himself before he chooses a marriage partner.

#3 MARRIAGE TODAY - More people are giving careful consideration to marriage and can arrange their lives to suit their individual needs.

#4 THE CASE FOR STAYING SINGLE - Details some of the reasons individuals postpone getting married temporarily or indefinitely. Dr. Singer urges young women to first get an education and some work experience, then get married and have children.

#5 WHY WE GOT MARRIED - Several people explain why they got married and then relate how they have been "working out" their marriages. Standard photography with narration.

APL OBJECTIVES: H-8

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment

EVALUATION BASED ON IN PERSPECTIVE

COMMENTS: The negative aspects and problems of marriage are not highlighted well enough. The lecture presentation lacks organization and emotion. Adequate technical quality.

OVERALL RATING: Good

PARENTING: FATHERS, MOTHERS AND OTHERS

Sound Filmstrip, Approximately 15 minutes, Color, Sound, $35.00, 1975
Produced by Cinemakers. Distributed by J.C. Penny Co., Inc.
Accompanied by Educator's guide and activity sheets.

EVALUATOR: Kaye Beall

SYNOPSIS: The presentation is divided into three sections which may be used all at once or separately. Pt. one, "What Is A Parent?", establishes the expanded meaning of parent-the extended family and the community. "What Is A Child?", focuses on the physical, intellectual and emotional needs of children. Even as adults, one needs to be treated with respect and love. The third section, "What Is Parenting?" investigates how we learn to parent and stresses the importance of communication and positive reinforcement. Colored drawings with narration.

APL OBJECTIVES: H-5, 8

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment

COMMENTS: The caring, nuturing role of the parent is an interesting, unique slant on the subject of parenthood. In the discussion of Law we learn about parenting through modeling; it does not point out any poor role-model situations. Colorful and simple activity sheets stimulate thinking about the values and methods of parenting.

OVERALL RATING: Very Good

H-8

SEE ALSO

CE-20	Ways Of Our World
OK- 5	Preparing For The Interview
OK- 6	Succeeding In The World Of Work
OK- 8	More Than Words
H- 4	The Growing Parent
H- 5	Family Relationships
H- 6	Teen-Parent Relationships
H- 7	Personal Care
CR- 3	Leisure: Using It Productively

MORE THAN RETIREMENT

16mm, 15 minutes, Color, Sound, Free Loan, 1960
Produced by Social Security Administration
Distributed by Audience Planners, Inc.

EVALUATORS: Diane Alderfer, Kaye Beall, Carole Podwell, Connie Snyder
Logansport ABE/GED Students

SYNOPSIS: Social Security means more than old-age pensions. Toni receives disability insurance and Medicare which helps her to pay for her dialysis machine. Jesse is raising his children with the assistance of his wife's survival benefits. Alvin is retraining in the watch repair trade with the disability benefits he receives after inhaling toxic fumes. Ed's children receive his disability benefits because after suffering a massive heart attack he is no longer able to teach.

APL OBJECTIVES: H-9 OK-7, 9, 10 G&L-5

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment

COMMENTS: The viewer becomes personally involved in lives of each person who receives social security benefits as a result of the interview technique. Uses common working class people who speak about their lives as if they were talking to a friend. Excellent technical quality.

OVERALL RATING: Very Good

H-9

SEE ALSO

CE-18	Insure Yourself: A Guide To Your Security Buying Insurance: What's The Right Portection For You Insurance: How To Buy And Why
H- 2	Health: Learning About Health Services Health Survival Skills Shopping For Health Care Spending Your Health Dollars

H-10

FOOD TO GROW ON: NUTRITION FROM NEWBORN THROUGH TEENS

3 Sound Filmstrips, 35 minutes, Color, Sound, Series $14.50, 1977
Produced by Cinemakers. Distributed by Tupperware Educational Service
Accompanied by Teacher's guide, duplicating masters and scripts.

EVALUATOR: Kaye Beall

TITLES: #1 NUTRITION BEGINS WHEN YOU DO - Good child nutrition begins with the mother's nutrition before and during pregnancy. Once the baby is born, the first year of life will bring dramatic changes; the child doubles in height and triples in weight. The infant moves from mother's milk or formula to solid foods.

#2 FROM TODDLER TO TWELVE - The ages between one and twelve are some of the most active in a person's life. Nutritionally, all this activity and physical growth needs to be supported by a balanced diet, the "basic four" food groups. Yet despite the need for a nutritious diet, many food choices and eating habits are based on emotional needs and contemporary lifestyles.

#3 THE TEENAGER VS. NUTRITION - For many teenagers, poor nutrition is a way of life. They overcompensate for problems like acne or obesity by opting for the latest diet fads. The list of reasons that teenagers fail to eat nutritionally includes: apathy, stress, lifestyle, weight, habit, peer pressure, time and a sense of independence. Standard photography with narration.

APL OBJECTIVES: H-3, 5, 6, 10

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment, Review

EVALUATION BASED ON FROM TODDLER TO TWELVE

COMMENTS: Stresses the positive aspects of good eating habits and nutrition while exploding the myths surrounding television commercials and the use of food as a reward or punishment. Written for parents. Very good instructional design, including interesting worksheets and activities that build on the information presented in the sound filmstrips.

OVERALL RATING: Very Good

THE GOOD EATING PLAN

Sound Filmstrip, 12 minutes, Color, Sound, $15.00 or Free Loan, 1979
Distributed by General Mills
Accompanied by narration sheet and student booklet

EVALUATOR: Kaye Beall

SYNOPSIS: Describes the five basic food groups, lists the number of servings and many examples of foods in each. Menus are planned around the five food groups and an example of a weekly menu plan is included. A look at the relationship of nutrients - protein, carbohydrates, fats, vitamins, minerals and water - to you - growth, activity and taste. Standard photography with narration.

APL OBJECTIVES: H-10, CE-9

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment

COMMENTS: Illustrates simply and practically the basic food groups and menus with General Mills products. Uses teenagers in the examples. Excellent student booklet providing the tables of information presented in program, follow-up activities and mealtime ideas.

OVERALL RATING: Very Good

*A MATTER OF CHOICE

16mm, 23 minutes, Color, Sound, Free Loan, 1977
Produced by Karles Films
Distributed by Modern Talking Picture Service
Accompanied by a film discussion guide and worksheets

EVALUATOR: Kaye Beall

SYNOPSIS: A health nutritionist shows and describes the programs she uses in Phoenix to teach nutrition and the "compact" diet to adults. The "compact" diet is one that holds protein calories to no more than 15% of the calories, fats to 35% and carbohydrates for the rest. This means that you will be eating more foods from plants and less from animals. Standard photography with narration and documentary footage with dialogue in counseling sessions.

APL OBJECTIVES: H-10

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational

COMMENTS: It is difficult to understand what the "compact" diet is from the film; though the worksheets and discussion guide adequately cover the details. The group sessions depicted are stiff and uncomfortable. Some of the visual shots are out of focus.

OVERALL RATING: Good

*MONEY MANAGEMENT FILMSTRIP LIBRARY

4 Sound Filmstrips, 75:30 minutes, Color, Sound, Series $15.00 1973, 1975, 1978, 1981. Produced by Betzer Productions, Inc. Distributed by Household Finance Corporation, Money Management Inst. Accompanied by Teacher's guide, ditto masters and scripts.

EVALUATORS: Kaye Beall, Barbara Bevelhimer

TITLES: #1 MONEY TALKS - Introduces the basic elements of budgeting through case histories: determining values, goals and priorities; figuring income and expenses; providing for savings to minimize borrowing. Values and goals change as the life cycle and financial responsibilities change.

#2 FOOD DOLLARS AND SENSE - "Food Dollar" as he shops for food must weigh prices, weights, labels, vitamins and minerals against enjoyment, appearance, flavor. "Food Dollar" suggests six points for more economical food shopping: develop a food spending plan, plan for good nutrition, pre-shop at home, use shopping aids, use point of sale shopping skills, and store and prepare foods properly and attractively.

#3 WHEELS, DEALS AND YOU - Several teens are discussing the kind of car they would like to purchase. One boy offers his Takeover, a car that is driving him, instead of the other way around. The narrator explains the factors in buying a new car and a used car, how to finance the car, how to shop for automobile insurance, and where to control operating cost.

#4 CREDIT: HANDLE WITH CARE - Two young adults and the narrator discuss the correct way to handle credit buying. They discuss the advantages and disadvantages of credit buying, the credit rating, credit worthiness, contract terms and credit costs, budgeting for credit and, credit problems. Cartoons with narration.

APL OBJECTIVES: CE-4, 6, 7, 8, 9, 10, 14, 15, 17, 18 H-10 CR-12

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review

EVALUATION BASED ON FOOD DOLLARS AND SENSE

COMMENTS: Should be used in smaller units as the production is long. It gets tiresome to listen to the same voice. Intriguing cartoons and music breaks. Covers a lot of topics with simple illustrations and adequate information. Follow-up activities and worksheets supplement and reinforce ideas.

OVERALL RATING: Very Good

NUTRITION AND GOOD HEALTH

SERIES: LIFE SKILLS

4 Sound Filmstrips, 43:40 minutes, Color, Sound, Series $135.00, 1978
Produced and distributed by Society for Visual Education, Inc.
Accompanied by Teacher's manual with acript and skill extenders.

EVALUATOR: Kaye Beall

TITLES: #1 NUTRITION: THE NEW SCIENCE - Gives an introduction to the subject of nutrition and its relationship to good health through examples of good and bad messages we receive about nutrition and the history of human eating habits. Illustrates that today many people eat a diet too high in fats and sugars, to low in vitamins, minerals and fiber.

#2 NUTRITIONAL NEEDS AND BASIC FOODS - Begins with shots of four teenagers in a fast-food restaurant and stresses that our bodies need a variety of nutrients to function: proteins, vitamins, minerals, carbohydrates and fats. The Basic Food Groups are discussed and illustrated.

#3 BUYING, STORING AND PREPARING FOODS - Wise meal planning, shopping, food storage and food preparation are important in satisfying nutritional needs. Meal planning should take into consideration the Basic Four Food Group Plan and cost. Money can be saved at the grocery store, too. Storage advice is given for frozen foods, canned goods, cereals, meats, fruits and vegetables. Nutrients can be preserved with good cooking measures.

#4 YOUR CHOICE OF DIET - Highlights the many reasons for eating and several eating habits. Reviews the Basic Food Group Plan and varies the plan according to age and physical conditions. Standard photography with narration.

APL OBJECTIVES: H-10

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional

EVALUATION BASED ON NURTITIONAL NEEDS AND BASIC FOODS

COMMENTS: Adults may lose interest due to teenage actors and lecture presentation. Excellent worksheets are included which review and emphasize important concepts. Visuals don't depict the content adequately, as teenagers playing volleyball are pictured when proteins and minerals are described.

OVERALL RATING: Good

NUTRITION MAKES A DIFFERENCE

SERIES: THE NEW INDEPENDENT LIVING SERIES

Sound Filmstrip, 16 minutes, Color, Sound, $35.00, 1981
Produced and distributed by Maclean Hunter Learning Resources
Accompanied by an Educator's guide.

EVALUATOR: Kaye Beall

SYNOPSIS: Desirable weight, complexion, health and emotions depend upon good nutrition as illustrated by several young adults. Lists the types of food and quanties to be eaten of the five basic food groups. The body and food fuels are compared to a car and fuel conversion. Standard photography with narration.

APL OBJECTIVES: H-10

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Motivational, Enrichment, Review

COMMENTS: Lacks excitement and main ideas are not emphasized. Pictures young adults participating in adolescent activities. Adequate coverage of the subject.

OVERALL RATING: Good

ORGANIZING MEALS ON YOUR OWN

Sound Filmstrip, 18 minutes, Color, Sound, $35.00, 1981
Produced and distributed by Maclean Hunter Learning Resources
Accompanied by an Educator's guide.

EVALUATORS: Kaye Beall, Ruby Harrington

SYNOPSIS: A cooking instructor and her students describe the efficient habits that make cooking pleasant and cost effective: arrangement of tools and supplies, advance planning for grocery shopping and meal preparation, serving food in an attractive manner and sharing the tasks. Standard photography with interviews.

APL OBJECTIVES: H-10

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review, Testing

COMMENTS: Haphazard organization of important points. The interview technique does not create interest and makes it difficult to follow the sequence of information. No summarization of the timely subject.

OVERALL RATING: Good

STRETCHING THE FOOD DOLLAR

4 Sound Filmstrips, 48 minutes, Color, Sound, Series $90.00, Each $22.50, 1972. Produced and distributed by Outdoor Pictures.
Accompanied by Script.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

TITLES: #1 BREADS
#2 QUICK BREADS
#3 ENTREES
#4 DESSERTS

APL OBJECTIVES: H-10

LEVELS: 5-8, 9-12

GROUPINGS: Individual

LESSON PLAN USES: Enrichment

EVALUATION BASED ON ENTREES

SYNOPSIS: A case for vegetarian cooking is presented through a variety of main dish recipes using grains and legumes. The recipes, preparation steps and rational for various methods of cooking are given. The narrator reads each one in detail. The low-cost, nutritious recipes are printed in the script which accompanies the filmstrip. Standard photography with narration.

COMMENTS: Poorly organized presentation of an interesting subject. Visuals, mainly of food, remain on screen during entire reading of recipe. Narration is non-professional and of poor quality. Would be of value to persons interested in natural food cookery. Good recipes are reprinted in the script but not shown on film.

OVERALL RATING: Poor

*NUTRITION: WHAT'S IN IT FOR YOU

Sound Filmstrip, 31 minutes, Color, Sound, Free Loan, 1974
Produced and distributed by J.C. Penny Co., Inc.
Accompanied by Teacher's guide and worksheets.

EVALUATORS: Diane Adlerfer, Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

SYNOPSIS: The sound filmstrip and worksheets are divided into five parts:

Pt. #1 NUTRITION-WHAT'S IN IT FOR YOU? - Flashes attitudes toward food and nutrition at the viewer to encourage the person to examine their own attitudes.

Pt. #2 THINK FOOD! - Examines the factors that influence eating patterns.

Pt. #3 NUTRITIONAL SENSE - Discusses the food groups, a healthy diet, and nutrients.

Pt. #4 WEIGH IN! WEIGH OUT? - Considers types of weight control as far as calories fad diets, and exercise.

Pt. #5 NUTRITION CUES-THEY-RE ON THE LABEL - Nutrition labeling. Cartoon pictures with narration.

APL OBJECTIVES: CE-9 H-7, 10
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group
LESSON PLAN USES: Instructional, Motivational, Enrichment
EVALUATION BASED ON NUTRITION-WHAT'S IN IT FOR YOU?

COMMENTS: A stimulator which prompts viewer to examine his/her attitudes toward nutrition and eating. The worksheets contain the informational content and follow-up activities that really teach the concepts. The worksheets must be adapted for low-level use. The creative visuals illustrate the ideas effectively.

OVERALL RATING: Good

H-10

SEE ALSO

CE- 2 Hometrics
CE- 9 Label Literacy: How To Read Food Packaging
CE-13 Basic Living Skills: Consumerism
H- 7 Your Health: It's Your Responsibility
Good Grooming

ALCOHOL AND OTHER DRUGS

SERIES: LIFESKILLS

4 Sound Filmstrips, 93 minutes, Color, Sound, Series $135.00, 1980
Produced and distributed by Society for Visual Education, Inc.
Accompanied by Teacher's manual and skill extenders.

EVALUATOR: Kaye Beall

TITLES: #1 TEENS AND DRUGS: CASE HISTORIES - A former heroin addict and a recovering alcoholic detail their lives - the almost unconsicious process of becoming an addict as well as the painful struggles of withdrawal and rehabilitation.

#2 ALCOHOL: THE SOCIAL DRUG - Explains what alcoholism is, what its physiological and psychological effects are, and what dangers it presents. Professionals in the field explore the questions of why people drink, how alcohol affects the central nervous system and how alcohol dependency develops.

#3 STIMULANTS AND DEPRESSANTS - Identifies those drugs which fall into the categories of stimulants and depressants. The immediate benefits of these drugs are explained as well as the potential dangers of overuse. Factual information is provided detailing the withdrawal process from coffee, cigarettes, cocaine, heroin, amphetamines, barbituates, quaaludes and valium.

#4 MARIJUANA, PCP AND OTHER STREET DRUGS - Details the history of the use of inhalants, LSD, PCP and Marijuana, from their early origins to the present. These drugs are analyzed in terms of their chemical composition as well as in terms of their addictive properties. Interviews teenagers about their experiences. Standard photography with interviews and narration.

APL OBJECTIVES: H-11

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review, Testing

EVALUATION BASED ON ALCOHOL: THE SOCIAL DRUG

COMMENTS: The interviews with the professionals were emotional and factual. Due to the interview technique employed, it was difficult to follow the main points and to understand the organization of the information. The skill extenders provided exercises in clarifying values and performance assessment. The visuals consisted of too many faces talking.

OVERALL RATING: Good

*THE ALCOHOLIC: BY A JURY OF HIS PEERS

SERIES: THE ALCOHOLIC

Videocassette, 60 minutes, Color, Sound, $180.00

Produced and distributed by Maryland Center for Public Broadcasting

EVALUATOR: Kaye Beall

SYNOPSIS: Problem drinker Frank Barrick is charged with running down an elderly woman he was too drunk to see. He is tried by a unique jury consisting of his employer, a co-worker, his neighbors, his two daughters, his son-in-law, his best friend, his parents, his wife, and a friend of his wife's. Depicts the jury as they are deciding the verdict. Dramatization.

APL OBJECTIVES: H-6, 11

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Enrichment

COMMENTS: The viewer is there - in the courtroom and with the jury! Each juror describes his feelings and attitudes toward Frank and his drinking problem. Should Frank be acquitted and set free, or should he be charged and punished? Well organized and well-produced.

OVERALL RATING: Excellent

H-11

THE USE AND MISUSE OF DRUGS

20 Transparencies, Color, $72.95, 1968

Produced and distributed by Eye Gate Media

EVALUATOR: Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

SYNOPSIS: Label information for over-the-counter and prescription drugs is compared. Emphasis is placed upon the wise and correct use of medication. The effects, medical uses, trade and slang names and abuse symptoms of the central nervous system drugs (depressants, stimulants, hallucinogens, narcotics) are given. The psychological and social reasons for drug abuse and the social problems created by drug abuse are summarized briefly. Printed words on an abstract background which silhouettes figures of teenagers.

APL OBJECTIVES: H-11

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Review, Testing

COMMENTS: Though excellent, relevant information is presented, the lack of a presentation manual restricts the use of this set of transparencies to a knowledgeable person. The visuals lack variety. The drug law information is out-of-date. Uses technical words which most students would not be able to read.

OVERALL RATING: Fair

***SEDUCTION OF THE INNOCENT**

16mm, 10 minutes, B/W, Sound, Rental $6.00, 1961
Produced by Sid Davis Productions
Distributed by Oklahoma State University.

EVALUATOR: Kaye Beall

SYNOPSIS: An attractive, popular college girl begins taking drugs at the encouragement of a boyfriend. Eventually she becomes a drug addict and a prostitute. Depicts the physical, psychological and emotional changes in the girl as she goes through the three stages of drug use and abuse: non-prescription drugs, marijuana, cocaine and herion.

APL OBJECTIVES: H-11

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Large Group

LESSON PLAN USES: Motivational

COMMENTS: Preachy, condescending attitude. Out-of-date clothing and cars. Poor black and white pictures. Narrated too quickly.

OVERALL RATING: Unacceptable

***ALCOHOLISM**

16mm, 15 minutes, B/W, Sound, Rental $6.35, 1962
Produced by Encyclopedia Britannica Educational Corporation
Distributed by Northern Illinois University.

EVALUATOR: Kaye Beall

SYNOPSIS: The case history of an alcoholic, Ed Grimer. Ed drank to escape his fears even though he was a successful businessman and had a good marriage. Through the assistance of a public clinic and Alcoholics Anonymous Ed is able to overcome his alcoholism. Dramatization.

APL OBJECTIVES: H-11

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Large Group

LESSON PLAN USES: Motivational

COMMENTS: A clinical approach as the doctor is the expert and the narrator. Clothing and hair styles are out of fashion. Poor technical quality due to oldness of the film.

OVERALL RATING: Fair

DRUGS IN OUR SOCIETY

6 Sound Filmstrips, Approximately 60 minutes, Color, Sound, Series $106.00, 1968. Produced by Cathedral Films, Inc. Distributed by Q & ED Productions, Inc. Accompanied by Study guide and script.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

TITLES: #1 TOBACCO: THE HABIT AND THE HAZARDS
#2 ALCOHOL: DECISIONS ABOUT DRINKING
#3 RX: NOT FOR KICKS
#4 NARCOTICS: USHERS AND ABUSERS
#5 LSD: WORTH THE RISK

APL OBJECTIVES: H-11

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group

LESSON PLAN USES: Instructional, Review

EVALUATION BASED ON RX: NOT FOR KICKS

SYNOPSIS: An overview of the misuses of prescription drugs. Introduces vocabulary used when discussing drugs and leads the viewer through various stages of drug use from prescribed use through addiction and withdrawal. The types of misused drugs are sedatives, tranquilizers, stimulants and methadrene (speed). Adult actors portray drug users while colored charts are used to show effects of drugs on various body parts. Printed visuals present vocabulary. Narration.

COMMENTS: Interesting presentation of one facet of the total drug problem. Vocabulary is clearly defined though only scientific names are used to classify drugs (no street names). Teacher's guide provides background information and a script, but offers few teaching aids. Good technical quality.

OVERALL RATING: Good

H-11

SEE ALSO

CE- 6 Health: Decisions For Growth
H- 7 Your Health: It's Your Responsibility

ASHES TO ASHES, DUST TO DUST

SERIES: OPTIONS

Cassette, 59 minutes, Sound, $9.00, 1979
Produced by Minnesota Public Radio. Distributed by National Public Radio
Accompanied by Summary.

EVALUATOR: Kaye Beall

SYNOPSIS: Focuses on the selling practices of the thriving funeral industry and presents the reaction of people who have arranged funerals for friends and relatives. Explores the tendency of Americans to avoid the subject of death. Includes options in burial and cremation, survivor counseling, and the importance of rituals, Interviews those in the funeral industry on the topics of the services and products they provide. Emphasizes the importance of making careful selections in the funeral home and the necessity of becoming involved with planning the funeral to increase the therapeutic value.

APL OBJECTIVES: H-12

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment

COMMENTS: Very long. Could be used in shorter sections as the topics change. Presents a good perspective on the commercial aspect of providing funerals. The use of songs, and funeral services reinforce the points being made and convey the emotions involved. Lacks organization and listener participation due to interview techniques.

OVERALL RATING: Good

H-12

WAITING AROUND TO DIE

SERIES: HORIZONS

Cassette, 29 minutes, Sound, $8.00, 1980
Produced and distributed by National Public Radio.
Accompanied by Summary.

EVALUATOR: Kaye Beall

SYNOPSIS: The elderly, health professionals, and ministers talk about dying and agree that anticipating death is not a depressing experience. The elderly enjoy living and look forward to death as a new life beginning. Also examines the attitudes of younger people toward the elderly. Interviews.

APL OBJECTIVES: H-12

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Enrichment

COMMENTS: The interview technique does not lend itself to strong instructional design, but the cassette conveys attitudes and emotions about old age well. Especially effective are the personal interviews and ideas. Songs about dying and old age creatively add information and interest.

OVERALL RATING: Very Good

DEATH AND DYING: CLOSING THE CIRCLE

5 Sound Filmstrips, 88 minutes, Color, Sound, Series $179.50, 1975
Produced and distributed by Guidance Associates
Accompanied by Discussion guide.

EVALUATOR: Kaye Beall

TITLES: #1 THE MEANING OF DEATH - Dr. Robert Lifton discusses death in philosiphical and psychological terms: 1) Death is a cultural taboo in the U.S. 2) The emotional reaction of the bereaved is a three part process: death anxiety, death guilt, and the struggle for meaning 3) The five means through which people can find continuity in the cycle of life and death are outlined. His remarks are illustrated with interviews of Americans of different ages and backgrounds.

#2 A TIME TO MOURN, A TIME TO CHOOSE - The death rituals of the Quakers, the Hindu-Balinese, and the Tifalmin tribe of New Guinea are compared to the most common practice of American burial where the funeral director performs the death-related functions. Alternatives of memorial services, cremation and organ donation are discussed.

#3 WALK IN THE WORLD FOR ME - Mrs. Doris Lund describes the stages of her son's illness and death. Eric died of leukemia at age 22. Eric and his family helped each other cope with his death.

#4 DEALING WITH THE CRITICALLY ILL PATIENT - Presents the points of view of a health care professional, Patricia Murray and the heart attack patient, Nathan Lefknowitz. Stresses the need for communication among hospital personnel, the patients, and the patient's families.

#5 DEALING WITH LOSS AND GRIEF - Rev. Jack Miller tells of a family's loss of their oldest son to cancer. The family members describe their reaction to the illness and death and their attempts to begin a new life. Ann Kliman, psychologist, speaks of the stages of mourning and the needs of the bereaved. A widow having unexpectedly lost her husband, talks about her initial reactions to this death and how she helped her children and herself to cope. Standard photography with narration and interviews.

APL OBJECTIVES: H-12
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment
EVALUATION BASED ON A TIME TO MOURN, A TIME TO CHOOSE

COMMENTS: Relates both the factual and emotional aspects of terminal illness and death. Very good in all areas - technical, content, instructional design.

OVERALL RATING: Very Good

LIVING WITH DYING

2 Sound Filmstrips, 28 minutes, Color, Sound, $89.00, 1973
Produced and distributed by Sunburst Communications
Accompanied by a Teacher's guide

EVALUATOR: Kaye Beall

SYNOPSIS: #1 ACCEPTANCE - Explains that death is just as natural a part of the life cycle as birth. Illustrates the stages of the life cycle. Examines the reasons for our fear of death and how societies have coped with death through reproduction, religion, creativity, the life chain and transcendence. Historical drawings and standard photography with narration.

#2 IMMORTALITY - Examines how, as children, we first become acquainted with the concept of death and how our culture encourages a denial of death. Dramatizes the five emotional stages of death (denial, rage, bargaining, depression, acceptance) as experienced by a woman with a terminal illness. Explains how a friend can help the dying patient.

APL OBJECTIVES: H-12
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Enrichment, Review, Testing
EVALUATION BASED ON ACCEPTANCE

COMMENTS: The straight lecture is well-illustrated by historical drawings and softened by quotes from famous authors. Very good instructional design and technical quality.

OVERALL RATING: Very Good

H-12

*GIFT OF LIFE/RIGHT TO DIE

16mm, 16 minutes, B/W. Sound, Rental $8.00, 1967
Produced by Public Broadcasting Laboratory
Distributed by University of Illinois.

EVALUATOR: Kaye Beall

SYNOPSIS: Treats the euthanasia and transplantation controversies in the medical field. Who makes the decision? What are the factors to consider in deciding who will be helped and who won't? Documentary and standard photography with narration.

APL OBJECTIVES: H-12
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Large Group
LESSON PLAN USES: Motivational

COMMENTS: The transplantation controversy is no longer a timely issue. This is a very clinical medical approach to emotional, personal issues. The main points are not emphasized or repeated. Poor technical quality.

OVERALL RATING: Fair

UNDERSTANDING DEATH: A BASIC PROGRAM IN DEATH AND DYING

6 Sound Filmstrips, 58:45 minutes, Color, Sound, Series $102.00, Each $25.00, 1976. Produced by Edplan Corporation Distributed by Eye Gate Media.

EVALUATORS: Diane Alderfer, Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

TITLES: #1 THINKING ABOUT DEATH - When do we seriously consider death? Death must be faced at the personal level. Facing death can help us to help the dying or bereaved person. Early encounters influence the person's present attitude toward death.

#2 MOURNING BECOMES US ALL - Shows how the sense of loss is influenced by the many roles the deceased person had within the family. Explains mourning, loss, eulogy, wake and shivah. Supports the value of mourning.

#3 PRACTICAL GUIDELINES - Stresses the importance of keeping business and personal records and coping with the simple needs that arise at the moment of death. Lists the traditional classifications of death and some ways to reduce funeral costs.

#4 DEATH'S MOMENT AND THE TIME THAT FOLLOWS - Explains cyronics, euthanasia, and cremation. Discusses the purpose of a living will. Identifies the criteria used in declaring death.

#5 DYING OCCURS IN STAGES - The moment a person is born, he/she begins dying. As we believe in immortality; we are not prepared for terminal illness and fatal accidents. Elisabeth Kubler-Ross has identified the stages of death: denial, anger and resentment toward others and God, bargaining or negotiating, depression and finally acceptance. Each person is unique.

#6 THE GIFT OF LIFE - Presents a general explanation of Erik Erikson's theory of development. Encourages viewer to clarify his/her thinking in regards to "Who Am I?" and the "Meaning Of Life." Explains how a short life can be valuable. Standard photography with narration.

APL OBJECTIVES: H-12

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment

EVALUATION BASED ON DYING OCCURS IN STAGES

COMMENTS: Effectively encourages the viewer to begin looking at or changing his/her own views on death. The lecture narrative coupled with the many pictures of people becomes tiring. Visuals did not express the deep emotions that were being talked about. Discussion questions are found at the end of the production.

OVERALL RATING: Very Good

AGING: EXPLORING THE MYTHS
SERIES: CROSSROADS
Cassette, 59 minutes, Sound, $9.00, 1979
Produced by Western Public Radio. Distributed by National Public Radio
EVALUATOR: Kaye Beall
SYNOPSIS: Examines the misconceptions that people of all ages have about aging. The many aspects described include lifestyle, self-concept, work situations, sexual relationships, the family, etc. Offers some solutions and alternatives for the aging to help them in society. Interviews.
APL OBJECTIVES: H-12
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment
COMMENTS: Too long to be used as a lesson in one session. Presents a balance of feelings and facts. Encourages the elderly to stay active or become active. Due to the interview technique, main ideas are not stressed or repeated. Very good technical quality.
OVERALL RATING: Good

H-12

SEE ALSO

CE-20 Ways Of Our World

COMMUNITY RESOURCES

GOAL: To understand that community resources, including transportation systems, are utilized by individuals in society in order to obtain a satisfactory mode of living.

PERFORMANCE OBJECTIVES:

CR-1 To know the types and purposes of community services provided for members of society and how to gain access to these services.

CR-2 To understand how and when to apply for community services.

CR-3 To know the recreational sites and services available in the community.

CR-4 To be able to utilize information services of the community.

CR-5 To locate and be able to use the services of a public or school library.

CR-6 To be able to utilize services of people and agencies in the community who are responsible for dealing with citizen complaints.

CR-7 To be able to utilize signs related to transportation needs.

CR-8 To be able to locate and utilize transportation facilities.

CR-9 To learn the use of maps relating to travel needs.

CR-10 To recognize time zone boundaries and understand the concept of daylight savings time.

CR-11 To request information on and make reservations for travel and overnight accommodations.

CR-12 To understand the public problems that are caused or alleviated by transportation.

CR-13 To understand driving regulations and courtesies.

ENTERING THE WORLD OF WORK

12 Sound Filmstrips, Color, Sound, Each $30.00, 1979
Produced by EMC Corporation. Distributed by McKnight Publishing Co.
Also available are a textbook and workbook.

EVALUAROR: Kaye Beall

TITLES:
#1 WHY WE WORK - Principal reasons for working
#2 GETTING JOB LEADS - Efficient methods of getting job leads
#3 FILLING OUT AN APPLICATION - Information needed in filling an application, importance of neatness and accuracy
#4 PREPARING FOR THE INTERVIEW - 7 proven steps for getting ready for an interview
#5 THE JOB INTERVIEW - Positive and negative actions in the interview
#6 YOUR FIRST DAYS ON THE JOB - Making a good impression, good work habits
#7 YOUR PAYCHECK DEDUCTIONS - Identifies required and optional deductions
#8 STARTING OUT ON YOUR OWN - Selecting a place to live
#9 HOW TO FOLLOW DIRECTIONS - 7 easy steps to follow in filling out an application
#10 USING A CHECKING ACCOUNT - How to open and use a checking account
#11 SOCIAL PROBLEMS AND JOB SUCCESS - Common problems that affect job success
#12 WHERE TO GET HELP - Agencies that help people solve personal problems

APL OBJECTIVES: CE-13, 16 OK-1, 2, 5, 6, 7 CR-1

LEVELS: 0-4, 5-8

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational

EVALUATION BASED ON WHERE TO GET HELP

SYNOPSIS: Kim, a volunteer at Crisis Intervention, and the narrator introduce several social service agencies and the services that each performs. An organization like Crisis Intervention and the phone directory are the places to investigate for the addresses and phone numbers of agencies that help. Ask for help!

COMMENTS: Lists and describes a good balance of social agencies which offer services. Fast paced and interesting. Very good instructional design. Too many visuals of Kim talking. Workbook and text written at 2.5 to 3.5 reading level.

OVERALL RATING: Good

CR-1

SEE ALSO

CE- 6 Health; Decisions For Growth
H- 2 Health-Learning About Health Services
Health Survival Skills
H- 4 The Growing Parent
H- 7 The Battered Woman
H- 8 Managing The Family's Affairs

CR-2

SEE

CE-21 Everyday Writing Skills
G&L- 4 Forms in Your Future

LEISURE: USING IT PRODUCTIVELY

2 Sound Filmstrips, 30 minutes, Color, Sound, Series $79.50, 1979
Produced and distributed by Guidance Associates, Inc.
Accompanied by Discussion guide with script.

EVALUATORS: Kaye Beall, Ruby Harrington, Carole Podwell, Connie Snyder, Rosalie Tressler

TITLES: #1 THE NEED FOR LEISURE - Attempts to define what leisure is and shows how different people take advantage of it in different ways. Exploration, play and renewal are generally regarded as leisure activities. Leisure time belongs to the individual; it is not a work activity. Stresses that a leisure activity is productive when the individual gets something from it personally.

#2 AMERICANS AT LEISURE - Consists of interviews with six people who explain what leisure means to them, as they tell what they do with their leisure time. Larry and Patsy Whaley who live on a Florida ranch with their children cannot plan their leisure time. High school junior Carl Prime and college freshman Beth Cody are tennis partners. Cora Simmons, a single woman living in a large city enjoys entirely different leisure activities. For 70-year-old Mayme Williams, leisure is another kind of challenge. Standard photography with narration and interviews.

APL OBJECTIVES: CR-3 H-8

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment, Review

EVALUATION BASED ON AMERICANS AT LEISURE

COMMENTS: The various people and their leisure activities were not pulled together or applied to the viewer's lifestyle. Are we, as adults, already set in our leisure patterns? Very good follow-up questions and activities which are necessary to apply the subject to the viewer's life.

OVERALL RATING: Good

USE OF LEISURE TIME

Sound Filmstrip, 17 minutes, Color, Sound, $28.00, 1981
Produced and distributed by Educational Design, Inc.
Accompanied by Teacher's guide.

EVALUATOR: Kaye Beall

SYNOPSIS: The following options are taken into account as leisure time activities; reducing the costs of leisure activities, expanding opportunities, and broadening choices. Sports, hobbies, arts and crafts, collections, theatricals, music, gardening, social and volunteer organizations, and travel are the leisure-time activities explored. Standard photography with narration.

APL OBJECTIVES: CE-11, CR-3, 11

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment

COMMENTS: There is an over-emphasis on sports as leisure-time activities. The follow-up questions encourage the viewer to actually begin planning leisure activities. Photographs are light.

OVERALL RATING: Good

CR-3

SEE ALSO

CE- 2	Hometrics
CE- 4	Budgeting Series
CE-20	Managing On Your Own
OK- 6	Careers: Basic Skills For A Changing World
H- 8	Managing The Family's Affairs
CR- 4	Using The Telephone Book
CR- 5	Using Today's Library
CR- 9	Math For Everyday Living

READING DIRECTIONS ON MACHINES

Sound Filmstrip, Color, Sound, $29.95, 1979
Produced by Consolidated Visual Center. Distributed by Media Materials, Inc. Accompanied by Guide and student response booklets.

EVALUATOR: Kaye Beall

SNYOPSIS: Jake and Juan analyze several machines in terms of what each machine does and how it operates. The two men demonstrate the use of vending machines, a change maker, a copier, a stamp machine, a washer and dryer, a car wash, and a pay telephone. Line cartoons with dialogue.

APL OBJECTIVES: CR-4

LEVELS: 0-4

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional

COMMENTS: Over-dramatized and over-simplified both as far as content and technical production. Talks down to the learner. Very good instructional design. Too much repetition.

OVERALL RATING: Fair

CR-4

READING SIGNS IN PUBLIC BUILDINGS

Cassette/Worksheets, 25-35 minutes, Sound, $12.95, 1980
Produced and distributed by Media Materials, Inc.
Accompanied by Guide and posttest

EVALUATOR: Kaye Beall

SYNOPSIS: Brenda and Scott discuss 50 common words found in public buildings as they find their way to the building permits office.

APL OBJECTIVES: CR-4

LEVELS: 0-4,

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Review

COMMENTS: Very good for teaching sight words found in public buildings, eg., enter, exit, restrooms, elevator. Learners complete exercises as directed by the narrator.

OVERALL RATING: Good

*USING THE TELEPHONE BOOK

Sound Filmstrip, 12 minutes, Color, Sound, $27.95, 1974
Produced and distributed by Interpretive Education
Accompanied by suggestions for related activities.

EVALUATOR: Kaye Beall

SYNOPSIS: Lists the contents of a telephone book: emergency numbers, directory index, telephone repair service information, telephone directory yellow pages, etc. The yellow pages are used to locate goods and services, while the directory can be used to find the telephone number of a friend. Strengthens alphabetizing skills in real-life situations.

APL OBJECTIVES: CR-3, 4, 7

LEVELS: 0-4, 5-8

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional

COMMENTS: Typical lecture type approach to teaching telephone book use.

OVERALL RATING: Very Good

TABLES AND DIRECTORIES

SERIES: PRACTICAL READING

Cassette/Worksheet, Approximately 45 minutes, Sound, $12.95, 1978
Produced and distributed by Media Materials, Inc.
Accompanied by Guide and posttest.

EVALUATORS: Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

SYNOPSIS: The purposes of a table and a directory are defined and exemplified in five common tables: Easy-to-Grow House Plants, International Surface Mail Rates, Mail Collection Table, The Retlaw Building, Wilde and Wooley Kid's Store. The user is required to answer questions which ask him/her to locate and interpret facts and apply knowledge.

APL OBJECTIVES: CE-21 CR-4

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual

LESSON PLAN USES: Instructional, Review, Testing

COMMENTS: Provides simple practical applications in reading tables and graphs at a very low level. Tape and worksheets are easy to follow. Immediate feedback after problem-solving. The low level student may need assistance with vocabulary words. A self-instructional tool with excellent instructional design.

OVERALL RATING: Very Good

SEE ALSO

CE- 6	Survival Reading
CE-20	Managing On Your Own
CE-21	Everyday Writing Skills
H- 8	Managing The Family's Affairs
CR- 9	Basic Math Skills For Everyday Life

LIBRARY SKILLS: THE BIBLIO FILES

6 Sound Filmstrips, 75:15 minutes, Color, Sound, Series $149.00, 1981
Produced and distributed by Walt Disney Educational Media Corporation
Accompanied by Teacher's guide.

EVALUATOR: Kaye Beall

TITLES: Two young slueths solve a mystery story as they are guided in using the Library Media Center Resources by the Media Specialist. Clues are gleaned from the materials found in the center.

- #1 INTRODUCTION TO THE LIBRARY MEDIA CENTER - Explains briefly the purposes and usefulness of each section of the Library Media Center as clues are gathered in finding the vandal who messed up the center.
- #2 THE CASE OF THE CARD CATALOGUE - Helps locate and identify materials cross references and explains the Dewey Decimal System?
- #3 THE CASE OF THE REFERENCE SOURCES - Demonstrates how to consult various sources such as encyclopedias, almanacs and dictionaries for information.
- #4 THE CASE OF BIBLIOGRAPHIES AND INDEXES - Shows the various indexes available and how to use them.
- #5 THE CASE OF THE MEDIA MATERIALS - Explores the many other materials available that aid learning such as filmstrips, video and films.
- #6 THE CASE OF THE RESEARCH PROJECT - Shows how to choose a topic for a term paper, evaluate the material, take notes, organize the data and write the paper. Dramatization.

APL OBJECTIVES: CR-5
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Motivational, Enrichment, Review
EVALUATION BASED ON THE CASE OF THE BIBLIOGRAPHIES AND INDEXES

COMMENTS: Very clever production that can be used to stimulate interest. Briefly teaches library skills so that the viewer would be more comfortable entering a library and seeking assistance.

OVERALL RATING: Very Good

USING THE LIBRARY AND MEDIA CENTER

6 Sound Filmstrips, 43:53 minutes, Color, Sound, Series $102.00, Each $25.00, 1976. Produced by Educational Design, Inc. Distributed by Eye Gate Media.

EVALUATOR: Kaye Beall

TITLES: #1 A WORLD OF INFORMATION - Information is organized by libraries and media centers. Reviews the types of libraries and what may be found in libraries and media centers.

#2 THE MATERIAL: PRINT - The various types of materials are defined described, exemplified and shelved: fiction books, non-fiction books, reference books, newspapers, periodicals, microfilm and vertical file materials.

#3 THE MATERIAL: NON-PRINT - The many kinds of non-print equipment and materials are defined and described: sound filmstrips, sound films, film loops, cassette tapes, records, transparencies, models, and realia.

#4 FINDING WHAT YOU NEED IN THE MEIDA CENTER - Details the arrangement of the card catalog and analyzes the catalog card. Introduces the use of the Reader's Guide To Periodical Literature.

#5 GOING TO THE LIBRARY SHELVES - Describes the shelf arrangement of books and non-print media. Explains call numbers and classification systems.

#6 GETTING WHAT YOU WANT IN THE MEDIA CENTER - Research methodology and organization is introduced. Explains technical readings, research bibliographies, photocopying and the New York Times index. Standard photography with narration.

APL OBJECTIVES: CR-5

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Review

EVALUATION BASED ON A WORLD OF INFORMATION

COMMENTS: The basic, thorough, and uninteresting lecture emphasizes research in the library. No follow-up activities for viewer participation.

OVERALL RATING: Good

*USING TODAY'S LIBRARY

6 Sound Filmstrips, 66 minutes 40 seconds, Color, Sound Series $102.00, Each $25.00, 1972. Produced by Educational Direction, Inc. Distributed by Eye Gate Media. Accompanied by Teacher's guide at end of filmstrip and cassette.

EVALUATOR: Kaye Beall

TITLES: #1 WHAT IS YOUR LIBRARY? - The purpose of the library is to provide people with a source of materials that will give them information and enjoyment. Details the types of libraries and the history of libraries and printing.

#2 BROWSING FOR BOOKS - Tips on choosing books - sampling from the book itself; using handbooks, bibliographies, or book reviews; and asking friends or the librarian.

#3 THE REFERENCE LIBRARY: FINDING FACTS - The reference section of the library is a center for finding concise information on almost any subject. Includes the use of encyclopedias, dictionaries and special subject reference books.

#4 THE CATALOG: KEY TO THE LIBRARY - Catalog cards give some general information about the book and the call number. There are title, subject and author entries for each book.

#5 PERIODICALS AND HOW TO USE THEM - Magazines and newspapers have the most recent information on a subject. Shows how to use the Reader's Guide To Periodical Literature and the New York Times Index.

#6 USING MEDIA - Teaches how to run audiovisual equipment and how to care for the materials.

APL OBJECTIVES: CR-3, 5

LEVELS: 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review

EVALUATION BASED ON BROWSING FOR BOOKS

COMMENTS: A lecture to high school students. The reference books shown are old editors and the actors are wearing very short skirts. Covers the use of the library's materials well, though not repetitiously. Visuals are dark; narration is a monotone.

OVERALL RATING: Good

YOUR LIBRARY MEDIA CENTER

Sound Filmstrip, 19:20 minutes Color, Sound, $30.00, 1981
Produced and distributed by Library Filmstrip Center

EVALUATOR: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

SYNOPSIS: Introduces the library media center by defining its purposes today and historically. The use of the card catalog, classification system and shelving system are demonstrated. The types of books and services available are listed.

APL OBJECTIVES: CR-5

LEVELS: 9-12

GROUPINGS: Small Group

LESSON PLAN USES: Instructional

COMMENTS: Not relevant to basic students' needs. A lengthy, technical program describing various parts of the library and their functions. Uses vocabulary familiar to persons already knowledgeable about libraries and media materials. Technical quality poor. Some visuals are not clear and others displayed too long. Judged "boring" by student evaluators or did not maintain interest of student evaluators.

OVERALL RATING: Poor

CR-5

SEE ALSO

H- 8 Managing The Family's Affairs

THE AMERICAN CONSUMER

3 Sound Filmstrip, Approximately 36 minutes, Color, Sound, Series $73.00, Each $27.00, 1976. Produced by Films, Inc. Distributed ty Encyclopedia Britannica, Educational Corporation. Accompanied by Guide.

EVALUATORS: Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

TITLES: #1 THE CONSUMER AND THE LAW - Upton Sinclair, a socialist writer, spent several weeks among the workers of the Chicago stockyards and as a result wrote the novel THE JUNGLE. It awakened the American public to the near-slave labor and the health frauds done by the meat packers. The eventual result of Sinclair's investigation and the public's outrage was the meat inspection bill drafted by Senator Albert Beveridge.

#2 THE CONSUMER AND REGULATORY AGENCIES - In the fifteen years between 1930 and 1945, cigarette sales tripled due to advertising. This caused consternation in the Surgeon General's office and began a long fight which gained ground when during President Kennedy's term smoking was linked to cancer. A warning is printed on cigarette packages and magazine advertisements, and no television advertising has occurred since 1970. Yet smoking today is at an all-time high.

#3 THE CONSUMER AND SPECIAL INTEREST GROUPS - Ralph Nader, a young lawyer, led the battle in the 1960's to take the General Motors Chevrolet Covair off the automobile market. The public was shocked to learn that although General Motors made $1,000,000 in profit, it only spent $580 on safety research and engineering. In 1966 the National Traffic and Motor Vehicle Safety Act was signed into law. Standard photography and historical drawings and photographs with narration.

APL OBJECTIVES: CE-6, 19 CR-6 G&L-2

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment

EVALUATION BASED ON THE CONSUMER AND SPECIAL INTEREST GROUPS

COMMENTS: The viewer's attention is effectively held by the biography of Ralph Nader - an unusual approach to teaching consumer awareness of interest groups. However, does not stress that each individual today has an opportunity to become actively involved in a special interest group. Very good technical quality and care e.g., shots of Corvair accidents and President Johnson. Follow-up questions review the filmstrips content.

OVERALL RATING: Good

SEE ALSO

CE- 8	The Informed Consumer
H- 4	The Growing Parent
G&L- 3	Youth And The Law

*LEARNING THE NEW INTERNATIONAL ROAD SIGNS

2 Sound Filmstrips, 18 minutes 5 seconds, Color, Sound, Series $40.00
Each $25.00, 1973
Produced by Educational Direction, Inc. Distributed by Eye Gate Media
Accompanied by Teacher's guide at end of filmstrip and cassette

EVALUATOR: Kaye Beall

SYNOPSIS: #1 INTRODUCING THE NEW SYSTEM - The new international road sign system makes use of symbolic and pictorial devices so that foreigners can understand the signs even when they can't speak the language. Introduces the basic shapes and colors of the road signs and gives a general background.

#2 RECOGNIZING THE SIGNS AND MARKINGS - Compares the old system to the new international system.

APL OBJECTIVES: CR-7, 13

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Review

COMMENTS: Treats subject thoroughly and repetitively. Visuals are mostly signs and the narration is a monologue. Provides no opportunity for audience participation.

OVERALL RATING: Good

INTERNATIONAL TRAFFIC SIGNS

Sound Filmstrip, 9 minutes, Color Sound, $29.95, 1975
Produced and distributed by Interpretive Education.
Accompanied by discussion topics and activities

EVALUATOR: Kaye Beall

SYNOPSIS: Reviews briefly the old traffic signs: stop, yield, warning and regulatory signs. The international traffic signs are new ones whose colors and pictures are important rather than the words. Introduces and compares the new signs: stop, yield, warning, construction, regulatory, no passing zone, and service signs. Photographs of signs and narration.

APL OBJECTIVES: CR-7

LEVELS: 0-4, 5-8

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Review

COMMENTS: The slow-paced lecture teaching the new signs is accurate and repetitive. Draws attention to the particular colors of certain types of signs.

OVERALL RATING: Very Good

SEE ALSO

CR- 4 Using The Telephone Book
CR-12 Getting There
CR-13 Driver Education

HOW TO READ SCHEDULES

Sound Filmstrip, 12 minutes, Color, Sound, $29.95, 1977
Produced and distributed by Interpretive Education
Accompanied by Discussion topics and activities.

EVALUATOR: Kaye Beall

SYNOPSIS: Due to the increased mobility of Americans, we are more likely to ride trains, airplanes or buses. This means that we must learn to read schedules. Choose the schedule which depicts the area you're interested in by looking at the map and its routes. The schedule may read up and down or it may be on different pages. Know the code marks by reading the explanations. Cartoons and schedules with narration.

APL OBJECTIVES: CR-8

LEVELS: 0-4, 5-8

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional

COMMENTS: The basic, step-by-step instruction tool consistently reviews the techniques of schedule reading and clearly marks the specific points emphasized with colored arrows. Uses examples of many types of transportation schedules.

OVERALL RATING: Very Good

CR-8

SEE ALSO

CR- 9 Math For Everyday Living
CR-12 Getting There

BASIC MATH SKILLS FOR EVERYDAY LIFE

6 Sound Filmstrips, 57:23 minutes, Color, Sound, Series $111.00, 1977
Produced by Team Productions, Inc. Distributed by Eye Gate Media
Accompanied by Teacher's previewing guide and worksheets.

EVALUATOR: Kaye Beall

TITLES: #1 ON THE PAYROLL: DECIPHERING YOUR SALARY - Sally is choosing between one job in a garden shop and one as a receptionist. Fewer expenses were involved in the garden shop job even though the receptionist's salary was higher. Also details the deductions made from Sally's paycheck.

#2 EATING OUT: MENU MYSTERIES - Jack and Fran "eat out" at a restaurant to celebrate Jack's birthday and new job. Jack made several mistakes in ordering a more expensive dessert and figuring the price wrong. In addition Jack would have to add city tax and the waiter's tip to the bill.

#3 SPORTS STATISTICS: WHAT THOSE NUMBERS MEAN - Phil didn't like to read about sports because he didn't understand the numbers. His sister explained time-clock readings and baseball and football statistics to him.

#4 COMPARISON SHOPPING: A REALLY GOOD BUY - In planning and purchasing the supplies for a free student dance, the Student Council saved money by comparison shopping.

#5 BUDGET BASICS: MAKING MONEY MEANINGFUL - Mike received less money than he expected in his paycheck. After paying his car insurance, Mike had no money to go bowling. By balancing his budget, Mike would not be spending more than he makes.

#6 PLANNING A TRIP: ECONOMICS OF TRAVEL - Three boys are planning a camping trip. An off-screen voice and the boys figure how much each one will have to pay by figuring the mileage, the cost of gasoline, tolls, the camping fee and the cost of food and other supplies. Standard photography with dialogue.

APL OBJECTIVES: CE-2, 4, 8, 9, 11 OK-7 CR-4, 9

LEVELS: 0-4, 5-8

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Enrichment

EVALUATION BASED ON PLANNING A TRIP: ECONOMICS OF TRAVEL

COMMENTS: Cost estimates are low due to inflation. The use of teen examples actors and discussion limits adult interest. Very good instructional design, particularly the worksheets and on-screen mathematic problems.

OVERALL RATING: Good

INTRODUCTION TO THE USE OF GLOBE, MAP, ATLAS

Sound Filmstrip, 19 minutes, Color, Sound, $30.00, 1975
Produced and distributed by Library Filmstrip Center

EVALUATORS: Diane Alderfer, Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

SYNOPSIS: Lists examples and uses of globes, maps and atlases. Briefly explains elevation, equator and poles, latitude and longitude, directions, legends and symbols, scale, time zones, revolution and rotation, and continents. Describes physical, political and insert maps. Models and charts with narration.

APL OBJECTIVES: CR-9, 10

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Review

COMMENTS: Covers too much too quickly. Recites facts and figures to impress the viewer, but these are not relevant. Lacks daily examples and detailed explanations for using maps or globes. The pointers used to indicate a feature on the map are not clear. No Teacher's manual.

OVERALL RATING: Fair

HOW TO READ A MAP

Sound Filmstrip, Approximately 15 minutes, Color, Sound, $29.95, 1977
Produced and distributed by Interpretive Education
Accompanied by Teacher's manual.

EVALUATOR: Kaye Beall

SYNOPSIS: Being able to read maps enables the person to travel. Explains in detail how to use the legend and index. The symbols for types of roads, the mileage scale and location grid are used in examples for city and state maps. Color drawings and maps with narration.

APL OBJECTIVES: CR-9

LEVELS: 0-4, 5-8

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional

COMMENTS: Slowly paced and easy to follow as the important points of map reading are made. Uses pointers to locate the features on the map as they are explained. Includes follow-up questions and activities. Visuals of maps are clear and easily read. Lecture presentation.

OVERALL RATING: Good

MATH FOR EVERYDAY LIVING

6 Sound Filmstrips, 73:15 minutes, Color, Sound, Series $149.00, 1981
Produced and distributed by Walt Disney Educational Media Company
Accompanied by Worksheets.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

TITLES: #1 MEASUREMENT: FROM START TO FURNISH - In order to redecorate the attic, Tony and John figure the amounts of paint, carpet and curtains they need. They compute unit prices and discount savings, compare prices and total the materials costs at a home discount center.

#2 HAVE I GOT A BUDGET FOR YOU - Morgan and Ann design a workable budget for Morgan. They estimate expenses and income and plan in savings for unexpected bills.

#3 GUESS WHO'S PAYING FOR DINNER - Arthur has been assigned the job of selecting a restaurant caterer for the Central H.S. newspaper banquet. He and Vicki visit several restaurants. At a medium priced family restaurant they compute the dinner price adding tax, tip and parking fees and subtracting the value of their discount coupons.

#4 TRAVELING: GETTING THERE IN HALF THE SUM - Marcy and Lisa estimate the cost of the ski trip they plan to take. They find the distance to be traveled, figure the amount of gas the car will need and estimate the cost of gas. Marcy and Lisa also investigate the benefits and limitations of traveling by bus.

#5 TICKET TACTICS - Steve and Greg plan a weekend of entertainment for their friend Toni. They exchange two $12.00 tickets for three $6.00 ones to the Friday night basketball game. The boys decide to attend the Saturday matinee movie and to go roller skating Sunday. Steve and Greg total the expenses including admission prices, rental charges and refreshments.

#6 COOKING: MEASURE FOR MEASURE - Terry and John plan party refreshments for 12 people. After making recipe adjustments and compiling a shopping list, they shop at the supermarket for the best buys.

APL OBJECTIVES: CE-2, 4, 8, 9 CR-3, 8, 9, 10, 11

LEVELS: 0-4, 5-8

GROUPINGS: Small Group

LESSON PLAN USES: Instructional, Review

EVALUATION BASED ON TRAVELING: GETTING THERE IN HALF THE SUM

COMMENTS: Examples throughout involving two teenage girls from middle to upper class planning a ski trip may be difficult for ABE students to relate to. Prices are timely as film is recently produced. Figuring of mileage and costs are done too rapidly to be truly instructional or involve viewer participation. Pictures are mainly face shots and lack relevancy to content presented in narration.

OVERALL RATING: Fair

SEE ALSO

CE- 2 Hometrics
CR-12 Getting There

CR-10

SEE

CR- 9 Introduction To The Use Of Globe, Map, Atlas
Math For Everyday Living

CR-11

SEE

OK- 6	Succeeding At Work
CR- 9	Math For Everyday Living
CR-12	Getting There

GETTING THERE

4 Sound Filmstrips, 39:04 minutes, Color, Sound, Series $89.00, 1979
Produced by McVey and Associates, Inc. Distributed by Random House School Division. Accompanied by Program guide and worksheets.

EVALUATORS: Terry Abbott, Viola Baker, Barbara Bevelhimer, Julie Rife, Margaret Steinacker

TITLES: #1 GETTING THERE: BY CAR - Presents three case studies in which the people involved talk about traveling by car. Jane is visiting friends in an unfamiliar town so she plans her route and estimates the cost and length of the trip. Carol gives some hints on city driving. Carlos explains how he computes commuting expenses and avoids rush-hour traffic

#2 GETTING THERE: BY MASS TRANSIT - Presents a case study in which several young adults explain how and why they use public mass transportation. Their experiences on buses, subways and elevated trains are visually recreated.

#3 GETTING THERE: BY CROSS COUNTRY TRAIN AND BUS - Two travelers consider some reasons for taking a train or a bus and then relate, step-by-step their experiences when traveling by bus and by train. Marty rides the bus to a job interview and dramatizes the steps he went through to buy a ticket, find the departure gate and read a time table. Kim takes a train and recounts the process including phoning for information, using Traveler's Aid, getting a ticket and handling luggage. Another passenger on the train tells Kim of some problems he has had while traveling on long distance buses and trains. Problems presented involve lack of food service, losing luggage and missing connections.

#4 GETTING THERE: BY AIRPLANE - Presents case studies in which several people relate their experiences in traveling by airplane for vacations and business trips. They explain the steps in preparing for the flight, getting around the airport and on the plane and problems which occasionally occur. Dramatizations.

APL OBJECTIVES: CR-7, 8, 9, 11, 12, 13

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review

COMMENTS: Viewers for whom travel by bus and/or train is an unknown or frightening experience will profit from these arm chair trips. Definitions and explanations are first presented conversationally and then shown with words and pictures on half frames. Adult actors and situations increase relevancy. Does not show situations involving long trips where making connections, lay overs or change of stations present problems. The leader's guide includes vocabulary, discussion questions, suggested activities and 2 worksheets. The worksheets, "Reading Schedules," can teach this skill which was shown too briefly on filmstrip.

OVERALL RATING: Very Good

TRANSPORTATION: GETTING THERE

Sound Filmstrip, 6 minutes, Color, Sound, $27.95, 1973
Produced and distributed by Interpretive Education
Accompanied by Discussion topics and suggested activities.

EVALUATOR: Kaye Beall

SYNOPSIS: Lists the types of transportation available and describes the advantages of each in terms of cost, ease of use and availability. Walking, bus, car, taxi, bicycle, subway, car pool. Standard photography with narration.

APL OBJECTIVES: CR-12

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Enrichment

COMMENTS: Teenage examples and actors e.g., dates and after-school work. Cost is the emphasized consideration in using different types of transportation. Very good instructional design. Visually and orally uninteresting.

OVERALL RATING: Good

CR-12

SEE ALSO

H-10	Money Management Filmstrip Library
CR-13	Bicycle Safety

CR-13

DRIVER EDUCATION

9 Sound Filmstrips, 40 minutes, Color, Sound, $154.95, 1973
Produced and distributed by Interpretive Education
Accompanied by discussion guide and activity suggestions and a workbook

EVALUATOR: Kaye Beall

TITLES: #1 WHAT IS DRIVER EDUCATION #2 BASIC SIGNS
#3 PEDESTRIANS AND THE DRIVER #4 TRAFFIC SIGNS
#5 PROHIBITIVE PARKING #6 DRIVER AND SPEED
#7 PAVEMENT MARKINGS #8 LAWS 1
#9 LAWS 2

APL OBJECTIVES: CR-7, 13

LEVELS: 0-4

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional

EVALUATION BASED ON BASIC SIGNS

SYNOPSIS: The shapes, colors, and functions of the Stop, Yield, Warning, Railroad, Regulatory, Guide, Slow Moving Vehicle and other traffic signs are introduced and reinforced. Standard Photography.

COMMENTS: Teenage actors and examples. Very slow and repetitive to facilitate learning. Very good instructional design so that the sound filmstrips can be used for Self-teaching.

OVERALL RATING: Good

CR-13

*BICYCLE SAFETY

Sound Filmstrip, 10 minutes, Color, Sound, $27.95, 1975
Produced and distributed by Interpretive Education
Accompanied by discussion guide and activity suggestions.

EVALUATOR: Kaye Beall

SYNOPSIS: Following the traffic laws and regulations, using common sense in riding, always signaling with the hands for turning and stopping, and equipping the bicycle with horns, lights and reflections insure safer bicycle riding. Animation and real-life photography.

APL OBJECTIVES: CR-13, 17

LEVELS: 0-4

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional

COMMENTS: Not relevant to adults as it was produced for EMR children. Very slow and repetitive. Very good instructional design.

OVERALL RATING: Good

CR-13

DRIVING RIGHT

6 Sound Filmstrips, 61:35 minutes, Color, Sound, Series $102.00, Each $25.00. Produced by Educational Direction, Inc. Distributed by Eye Gate Media.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

TITLES:
#1 SAFE DRIVING AND SOME SPECIAL PROBLEMS - A young woman demonstrates safe driving procedures: equipment check, driving maneuvers, following traffic rules, alertness. Special driving situations are reviewed: city, expressway, night, rain, snow, skids, blowout, cross winds and an accident.
#2 LEARNING TO OPERATE THE CAR - The basic procedure to follow and a step-by-step demonstration of starting, steering and backing the car. Emphasis is placed on behind-the-wheel practice.
#3 BASIC MANEUVERS WITH THE CAR - Turning and parking procedures are detailed and exemplified.
#4 DRIVING IN TRAFFIC - For safe driving the knowledge of skills must be applied when driving in traffic. Actual driving situations are shown as each safety tip or skill is discussed. Basic rules for such situations as making left turns, using left lane to pass and entering intersections are covered.
#5 DRIVING ON HIGHWAYS AND EXPRESSWAYS - Expressway driving requires concentration on different things than required in normal driving: rear-view mirrors to see traffic coming from behind, traveling in proper lane, and following at a proper distance. Highway driving can be monotouous. Stay alert!
#6 LEARNING TO OPERATE A MOTORCYCLE - Know the equipment and driving procedure for a motorcycle. Realize the dangers and take necessary precautions. Standard photography with narration.

APL OBJECTIVES: CR-13
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Review
EVALUATION BASED ON DRIVING IN TRAFFIC

COMMENTS: General information most helpful to beginning driver. Narration well paced and easy to follow. No variety used in presentation. Photography of actual driving situations not reinforced with diagrams or visuals similar to those in drivers manual. Difficult to achieve a "birds-eye-view" of traffic situations. Cars dated but content is still current and relevant.

OVERALL RATING: Good

GOOFY OVER AUTOMOBILES

6 Sound Filmstrips, 37:15 minutes, Color, Sound, Series $149.00, 1976
Produced and distributed by Walt Disney Productions
Accompanied by Teacher's guide.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

TITLES: Based on the assumption that good drivers are made, not born, this set of filmstrips raises the question: "Why does one person become a safe driver while another jeopordizes himself and others?" The series examines the emotional problems and personality traits which affect a person's driving performance.

#1 MR. WHEELER/MR. WALKER - Represents a driver with a split personality. As Mr. Walker, the pedestrian, he is courteous and polite; but when he gets behind the wheel he experiences a drastic transformation and becomes a demon driver. Other drivers cringe and fear for their safety as Mr. Wheeler goes through one reckless episode after another.

#2 NEGLECTERUS MAXIMUS - Demonstrates for us the hazards caused by the driver with a wandering mind.

#3 DRIVERIUS TIMIDICUS - Makes us aware that the super-cautious driver is also a meance on the highway.

#4 MOTORAMIS FIDGITUS - Shows how impatience endangers a driver and also affects the safety of other drivers nearby.

#5 STUPIDICUS ULTIMUS - Illustrates for us the careless driver who has never learned the rules of safe and sane driving.

#6 HIGHWAY SAFETY - Sums up safe driving practices.

APL OBJECTIVES: CR-13
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Motivational, Enrichment

COMMENTS: Cartoon treatment of a serious subject exagerates the characteristics of the typical rude driver. It is entertaining though somewhat slapstick. Use of information and discussion questions provided in the teacher's guide is necessary to identify the purpose and main ideas of the presentation. An interesting discussion starter but weak as an instruction program.

OVERALL RATING: Good

SEE ALSO

CE-14 Transport Yourself: A Guide For Owning A Car
Coping With Your Car
H- 1 For Safety's Sake
CR- 7 Learning The New International Road Signs
CR-12 Getting There
G&L- 4 Forms In Your Future

GOVERNMENT AND LAW

GOAL: To promote an understanding of society through government and law and to be aware of governmental functions, agencies and regulations which define individual rights and obligations.

PERFORMANCE OBJECTIVES:

G&L-1 To develop an awareness of the structure and function of all levels of government.

G&L-2 To investigate the relationship between the individual citizen and the government.

G&L-3 To understand the relationship between the individual and the legal system.

G&L-4 To obtain a working knowledge of the various legal documents which the individual will need as a member of society.

G&L-5 To explore the relationship between government services and the American tax system.

GOVERNMENT AND YOU

5 Sound Filmstrips, 76:23 minutes, Color, Sound, Series $122.00, 1976
Produced and distributed by Encyclopedia Brittanica Educational Corporation
Accompanied by Discussion guide.

EVALUATOR: Kaye Beall

TITLES: #1 THE PRESIDENCY - Describes the process of selecting presidential candidates, the two-party political system, and presidential selections. The President performs many roles: ceremonial head of the nation, chief executive, chief legislator, commander-in-chief of the armed forces, and national foreign policy leader.

#2 THE CONGRESS - The powers, duties and composition of the Congress are defined in Article 1 of the Constitution. These three areas are described as they appear today in the U.S. Congress. Concludes with a detailed description of the path a typical bill follows through Congress.

#3 THE FEDERAL COURTS - Describes the powers, organization and functions of the judicial branch of the federal government. These courts are the district courts, the circuit courts, the Supreme court and several special courts.

#4 STATE GOVERNMENTS - Examines the division of powers and responsibilities among the federal, state and local governments. Describes the structure and function of the legislative, executive and judicial branches of the state government.

#5 LOCAL AND MUNICIPAL GOVERNMENTS - The wide variety of necessary services the local governments provide are examined. The structure and functions of counties, towns, townships and municipal governments are described. Colored drawings with narration.

APL OBJECTIVES - G&L-1
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional
EVALUATION BASED ON THE PRESIDENCY
COMMENTS: The subject is covered clearly and simply. Provides for adequate review and learner participation. The weak visuals and lecture presentation are boring.
OVERALL RATING: Fair

U.S. GOVERNMENT IN ACTION

5 Sound Filmstrips, 44:10 minutes, Color, Sound, Series $140.00 Each $35.00, 1976. Produced by the Associated Press. Distributed by Pathescope Educational Media, Inc. Accompanied by Teacher's manual, script and masters.

EVALUATOR: Kaye Beall

TITLES: #1 THE PRESIDENCY - The duties, work tasks, responsibilities and powers of the President are described and compared to the other branches of government. In recent years the Presidential powers have increased as former presidents have handled specific situations.

#2 THE VICE PRESIDENCY - The increase in executive power has resulted in a growth of responsibilities for the Vice President. The historical powers and experiences of various Vice Presidents are illustrated. Also shows the selection process of the Vice Presidential candidates.

#3 THE UNITED STATES SENATE - Describes and explains the manner of electing Senators, the powers of the Senate, and the work of Senate committees. The organization of the U.S. Senate is charted.

#4 THE HOUSE OF REPRESENTATIVES - The U.S. Representative is a lawmaker, politician and committee member. The democratic implications of the House of Representatives in the U.S. Constitution are emphasized and the distribution of the House Representatives districts are explained. Also, the powers and qualifications of Representatives are listed.

#5 THE SUPREME COURT - The Judicial branch of the government resolves disputes and interprets laws. Several controversial Supreme Court decisions are analyzed and the effects these decisions are predicted. Discusses the Supreme Court's growth in power and it's relationship to the other courts and branches of government. Standard and historical photographs with narration.

APL OBJECTIVES: G&L-1

LEVELS: 0-4, 5-8

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment, Review

EVALUATION BASED ON THE VICE PRESIDENCY

COMMENTS: I enjoyed the use of historical examples and situations to illustrate the power and responsibility changes in the office of Vice President (e.g., Truman and the atomic bomb). It is difficult to follow the overall organization of the information and the main points.

OVERALL RATING: Good

CONGRESS: HOW IT WORKS - AND SOMETIMES DOESN'T

SERIES: WE THE PEOPLE: ASPECTS OF AMERICAN GOVERNMENT

3 Sound Filmstrips, 50 minutes, Color, Sound, Series $119.50, 1979
Produced and distributed by Guidance Associates
Accompanied by Teacher's guide with script and worksheets.

EVALUATOR: Kaye Beall

TITLES: #1 CONGRESS REASSERTS ITSELF - Provides an historical overview of the struggle for power between Congress and the President. During the 1970's, Congress passed two laws which limited the powers of the President in the areas of war and budget.

#2 THE MAKING OF LAWS - The step-by-step procedure of federal lawmaking is detailed. The differences in procedures of each House of Congress are shown.

#3 LIFE ON CAPITOL HILL - The first section follows Representative Millicent Fenwick of New Jersey through her busy day as a congresswoman. The second section dramatizes the tremendous pressures and problems of a legislator. Tom Diaz is faced with a decision on a bill on water controls projects. Standard photography with narration.

APL OBJECTIVES: G&L-1

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment

EVALUATION BASED ON LIFE ON CAPITOL HILL

COMMENTS: The "behind-the-scenes" view of a Representative's daily life allows the viewer to see how he as a voter can influence the legislator. The viewer can see that our elected officials are everyday people, too. Very good instructional design and technical quality.

OVERALL RATING: Very Good

THE COURT SYSTEM

SERIES: WE THE PEOPLE: ASPECTS OF AMERICAN GOVERNMENT
2 Sound Filmstrips, 37 minutes, Color, Sound, Series $79.50, 1979
Produced and distributed by Guidance Associates
Accompanied by Discussion guide, script. and worksheets.

EVALUATOR: Kaye Beall

TITLES: #1 THE SUPREME COURT AND FEDERAL COURTS - Focuses on the Supreme Court. Showing how "judicial review" came into being and has broadened the Court's powers. The overall federal court system, which tries cases involving federal, criminal and civil laws, or cases involving citizens of two more states is also described.

#2 STATE AND LOCAL COURTS - Explains the structure and functions of municipal, county and state courts. Examples of specific civil and criminal cases illustrate the various types of jurisdiction and the movement of cases from lower to higher state courts. Line drawings and standard photography with narration.

APL OBJECTIVES: G&L-1

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review, Testing

EVALUATION BASED ON STATE AND LOCAL COURTS

COMMENTS: The lecture presentation is supported by interesting visuals. The court buildings with the sign outside clearly draw attention to the type of court being described. Follow-up questions, activities and test are provided.

OVERALL RATING: Very Good

THE PRESIDENT

SERIES: WE THE PEOPLE: ASPECTS OF AMERICAN GOVERNMENT

3 Sound Filmstrips, 56 minutes, Color, Sound, Series $119.50, 1979
Produced and distributed by Guidance Associates
Accompanied by Discussion guide, script and worksheets.

EVALUATOR: Kaye Beall

TITLES: #1 THE GROWTH OF PRESIDENTIAL POWER - Analyzes the reasoning behind the creation of the three equal branches of government and delineates the major powers given to the President in the Constitution. Traces the gradual expansion of presidential power from George Washington to Jimmy Carter.

#2 THE LIMITS OF PRESIDENTIAL POWER - Explores the ways in which Congress and the Supreme Court can control or limit presidential power. The federal bureaucracy and public opinion also keep the President within acceptable limits.

#3 DECISION-MAKING IN THE WHITE HOUSE - Illustrates with two actual examples the ways the President used his power. The decision-making process is followed step-by-step as Harry S. Truman ordered the atom bomb to be dropped on Hiroshima and John F. Kennedy intervened in the Cuban missle crises. The last part is a dramatization of a fictionalized President opposed in his nomination of a Supreme Court Judge. Standard and documentary photographs with narration.

APL OBJECTIVES: G&L-1

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review, Testing

EVALUATION BASED ON DECISION-MAKING IN THE WHITE HOUSE

COMMENTS: A suprising incorporation of the skills needed for making a decision were found in this history lesson. Steps are listed visually on the screen. Follow-up questions and tests are provided. Visuals and narration adequately illustrate the content.

OVERALL RATING: Very Good

YOUR VOTE COUNTS: STATE AND LOCAL GOVERNMENT
SERIES: WE THE PEOPLE: ASPECTS OF AMERICAN GOVERNMENT
2 Sound Filmstrips, 40 minutes, Color, Sound, Series $79.50, 1979
Produced and distributed by Guidance Associates.
Accompanied by Teacher's guide.
EVALUATOR: Kaye Beall
TITLES: #1 ORGANIZATION AND POWERS - Describes the structure and powers of state and local governments. County and city governments enforce the state legislation and provide the most extensive services. Concludes by listing the difficulties plaguing U.S. cities and explores innovative forms of regional government.
#2 MAKING IT WORK - Examines in detail these geographically separate situations in which the protection of land has aroused conflict and controversy: Connecticut's Housatonic River development, California's redwood forests, and Florida's Dade County. Stresses the necessity for cooperation between levels of government.
APL OBJECTIVES: G&L-1
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment, Review
EVALUATION BASED ON ORGANIZATION AND POWERS
COMMENTS: Interesting and thorough coverage of how state and local governments work. Includes follow-up questions, activities and tests.
OVERALL RATING: Very Good

G&L-1

SEE ALSO

H- 8	Managing The Family's Affairs
G&L- 2	Government In The United States Making Democracy Work: An Individual's Role In Sharing Decisions Now You Are A Voter
G&L- 3	Youth And The Law The Machinery Of Justice Your Rights And What They Really Mean

GOVERNMENT IN THE UNITED STATES

5 Sound Filmstrips, Approximately 65 minutes, Color, Sound, Series $99.50, 1976. Produced and distributed by National Geographic Society Accompanied by Guide.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

TITLES: #1 LOCAL AND COUNTY GOVERNMENT - The voters elect local and county officials who make laws; provide such services as fire and police protection and education; and collect taxes. Citizens can talk directly with these officials about the needs and problems of their community.

#2 STATE GOVERNMENT - State governments have three parts: executive, legislative and judicial branches. State governments provide such services as education and highway construction, collect taxes and fees and settle disputes between people with conflicting interests. Citizens can take part in their state government by voting, writing leters and speaking with officials.

#3 FEDERAL GOVERNMENT: THE LEGISLATIVE BRANCH - Congress is the legislative branch of the federal government-the branch that makes the laws. Describes the way a bill becomes law and the work of the committees.

#4 FEDERAL GOVERNMENT: THE JUDICIAL BRANCH - The local, state, and federal courts have been established to protect the rights of every individual. Describes the functions and set-up of the Supreme Court.

#5 FEDERAL GOVERNMENT: THE EXECUTIVE BRANCH - The President is the head of the executive branch - the branch that is responsible for carrying out the laws passed by Congress. Staff members give the President help and advice. The support of the public is vital to the success of a President. Standard photography and historical drawings with narration.

APL OBJECTIVES: G&L-1, 2

LEVELS: 0-4, 5-8

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Enrichment, Review

EVALUATION BASED ON LOCAL AND COUNTY GOVERNMENT

COMMENTS: This look at situations handled by local and county governments is presented clearly and simply but failed to generate any interest in the subject among student viewers. Visuals are mostly of faces with some charts. There is little review or provision for viewer involvement. Could be used to introduce the subject of local government. Very short teacher's guide.

OVERALL RATING: Fair

MAKING DEMOCRACY WORK: THE INDIVIDUAL'S ROLE IN SHOPING DECISIONS
4 Sound Filmstrips, 48 minutes, Color, Sound, Series $120.00, 1977
Produced by Jacoby/Storm Productions, Inc.
Distributed by Current Affairs Films. Accompanied by Guide.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley, Margaret Steinacker

TITLES: #1 WHO'LL TAKE OUT THE GARBAGE? - Focuses on a public meeting of a typical Town Committee. The crisis is garbage as there is more garbage than the disposal facilities can take. The committee considers the possible solutions and talks to the town residents. They will find a long-range solution based on safety standards, money and location.

#2 BUT I WOULDN'T WANT TO LIVE THERE! - The City Council is holding a meeting to hear views on the subject of urban renewal. The City Council is faced with the political decisions of pleasing the voters, meeting state and federal requirements, and dealing appropriately with the social and economic interests that will be affected by any change.

#3 THE WHEELS OF PROGRESS - The subcommittee of a state legislature is evaluating a new highway bill which will affect both rural and urban areas. The legislators analyze the political means where by the bill becomes law. The subcommittee finds itself in a dilemma: the demands of local constituents versus the needs of the entire state.

#4 A QUESTION OF POWER - The function of the Presidential Panel of Advisors on Energy Conservation is to recommend ideas to the President for possible legislation and action. They listen to members of Congress as well as to representatives of energy companies scientists and environmentalists. Standard photography with narration and dramatization.

APL OBJECTIVES: G&L-1, 2

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational

EVALUATION BASED ON BUT I WOULDN'T WANT TO LIVE THERE!

COMMENTS: Some prejudice is shown by the urban renewal specialist's and the city council's condescending attitude toward the people living in the inner city. Instructional design, weak; no repetition or summary of main ideas. Good technical quality. The filmstrip, whether intentional or not, caused a lively discussion among evaluators about the process involved in finding a solution to the problems in urban renewal. Do experts have all the answers or should the people who "live there" have more to say about what will be done in their neighborhoods?

OVERALL RATING: Good

G&L-2

*NOW YOU ARE A VOTER

4 Sound Filmstrips, 18 minutes 50 seconds, Color, Sound, Series $68.00, Each $25.00, 1972. Produced by Educational Direction, Inc. Distributed by Eye Gate Media. Accompanied by Teacher's guide at end of filmstrip and cassette.

EVALUATOR: Kaye Beall

TITLES: #1 THE RIGHT TO VOTE - Empahsizes the importance of voting in each election.

#2 REGISTERING AND PICKING A CANDIDATE - Covers the general rules for voter registration and selecting the candidate to vote for.

#3 THE ELECTION - Demonstrates the voting procedure at the election polls.

#4 WORKING IN THE POLITICAL WORLD - Working for a candidate or in a campaign manning the polls, and lobbying for or against a Congressional bill are ways to become involved in politics.

APL OBJECTIVES: G&L-1, 2

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional

EVALUATION BASED ON WORKING IN THE POLITICAL WORLD

COMMENTS: A typical monologue lecture with real-life pictures. Intended for high school students.

OVERALL RATING: Good

G&L-2

OUR POLITICAL SYSTEM

2 Sound Filmstrips, Approximately 35 minutes, Color, Sound, $47.50, 1981 Produced and distributed by National Geographic Society Educational Services. Accompanied by Script.

EVALUATOR: Kaye Beall

TITLES: #1 PARTIES - Describes the goals and functions of U.S. political parties. Traces the historical development of the American political parties. Shows the ways that political parties select candidates and work for their election.

#2 ELECTIONS - Traces the history of elections and voting rights in the United States. Illustrates the polls and the procedures for voting, primary elections and caucuses, and national conventions. Pat Schroedre is followed through her 1980 political campaign. Standard photography with narration.

APL OBJECTIVES: G&L-2

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review

EVALUATION BASED ON ELECTIONS

COMMENTS: The lecture approach becomes tiring. The political concepts are reinforced by printed words and definitions. Uses the most recent election to effectively illustrate a campaign. A few pictures are out of focus.

OVERALL RATING: Good

G&L-2

SEE ALSO

CE- 4	Buy It Yourself: A Basic Guide For Consumers
H- 8	Managing The Family's Affairs
CR- 6	The American Consumer
G&L- 3	Your Rights And What They Really Mean Youth And The Law The Machinery Of Justice
G&L- 4	Forms In Your Future

THE MACHINERY OF JUSTICE

6 Sound Filmstrips, 61:45 minutes, Color, Sound, Series $149.00, 1974
Produced and distributed by Walt Disney Educational Media Company
Accompanied by Teacher's guide.

EVALUATORS: Diane Alderfer, Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

TITLES: #1 THE JURY - Explains the evolution of the jury systems from the medieval trial by combat through citzen involvement as jurors. Early jurors were also witnesses. Describes the qualifications of jurors and the reasons for 12 jurors.

#2 JUDGMENT - Explores the role of a courtroom judge and lists the different requirements that are needed for the various types of jurisdictions. Presents some common problems judges encounter and how these problems may be solved.

#3 COP ON THE CORNER, WHO NEEDS HIM? - Several boys are playing baseball and break a window. The police investigate the boys question, "Why Do We Need Cops?" Presents a condensed world survey of law enforcement. Explores the reasons for policemen from Babylon to the United States. The local sheriff, the state police and the FBI are viewed briefly.

#4 ATTORNEY-AT-LAW - Presents a series of vignettes which dramatize the myriad ways in which a lawyer's services are needed and utilized in the United States. In addition to cases initiated by criminal activity, legal services are used daily by the Community.

#5 PRISON, PAROLE, PROBATION - Examines the historic role of punishment in established societies. Explores the various theories and practices that have been propounded for dealing with those who have broken the community's laws.

#6 TRIAL - Explores the courtroom drama and touches upon the essentials of a trial both in procedure and personnel. Vignettes are used to show kinds of trials - criminal, civil, divorce. Cartoons with dramatization and narration.

APL OBJECTIVES: G&L-1, 2, 3

LEVELS: 0-4, 5-8

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment

EVALUATION BASED ON COP ON THE CORNER, WHO NEEDS HIM?

COMMENTS: Presents an interesting history of law enforcement, but does not deal with today's police and their operations. This seems to be more relevant to the evaluators. An excellent case study on current law enforcement practices is in the Teacher's guide. Not exciting.

OVERALL RATING: Good

G&L-3

*SHOPLIFTING: IT'S A STEAL

16mm, 15 minutes, Color, Sound, $150.00, Free Loan, 1974
Produced by 9200 Film Center. Distributed by General Mills.

EVALUATORS: Kaye Beall, Linda Wolf, Students

SYNOPSIS: Some teenagers are caught stealing snacks in the grocery store; another girl is arrested for shoplifting clothes in a department store. Parents and peers can help to prevent or stop teenage shoplifting. Shoplifting creates a financial loss to the store which is passed on to the consumer. A dramatization.

APL OBJECTIVES: G&L-3, H-6

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Motivational

COMMENTS: Emotionally involving to a parent viewer and an adolescent viewer. The actors and actresses are very natural and believable. The photography techniques employed partially create the moods of the scenes.

OVERALL RATING: Very Good

G&L-3

*YOUR RIGHTS AND WHAT THEY REALLY MEAN

6 Sound Filmstrips, 55 minutes 55 seconds, Color, Sound, Series $102.00, Each $25.00, 1971 Produced by Educational Direction, Inc. Distributed by Eye Gate Media. Accompanied by Teacher's guide at end of filmstrip

EVALUATOR: Kaye Beall

TITLES:
- #1 PROTECTING EACH INDIVIDUAL - A history of the laws and government in capsule form. Goes on to discuss the concept of the rights of the individual versus the rights of community.
- #2 PRIVACY AND FREEDOM - Your right to live in your own home without undue harassment from law officials. Discusses search warrants and warrants for arrest.
- #3 "INNOCENT UNTIL PROVEN GUILTY" - The basic assumption underlying our system of law.
- #4 THE TRIAL - The steps of a trial from the selection of a jury to the final verdict.
- #5 "I'LL SUE" - A discussion of civil or common law. What to do if someone violates a contract.
- #6 WHEN RIGHTS CONFLICT - Discusses the conflict and controversy that ensue in a society of interacting people. Rights of individual versus rights of majority.

APL OBJECTIVES: G&L-2, 3, 4, 1

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review

EVALUATION BASED ON PROTECTING EACH INDIVIDUAL

COMMENTS: Dated pictures, eg. Shots of President Nixon's inauguration and "hippies". The monologue lecture is dull, and the historical drawings and crowd shots are typical. No audience involvement.

OVERALL RATING: Fair

YOUTH AND THE LAW

6 Sound Filmstrips, Approximately 60 minutes, Color, Sound, Series $169.00, 1977. Produced and distributed by Sunburst Communications
Accompanied by Teacher's guide and script.

EVALUATORS: Diane Alderfer, Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

TITLES: #1 LAW AND THE JUDGE - Follows a superior court judge through a typical day: granting of search warrants, pre-trial motion in a shoplifting case, trial on a case of assault, sentencing a drunk driver, selection of a jury, recalling a case, organization of tomorrow's business and speaking engagement.

#2 LAW AND THE POLICE - Shows the variety of situations a police officer encounters during an ordinary day: a traffic accident, a neighborhood disturbance, a prowler, a speeding car and intoxicated driver, juvenile curfew breakers, a robbery and while off duty an armed man.

#3 LAW AND THE ACCUSED - Examines the case of a man arrested for burglary and follows him from his time of arrest through the court procedures.

#4 LAW AND THE PROTESTOR - An environmentalist group protesting the dumping of sewage in a river uses the means available to those people who want to change something they feel is wrong: letters of complaint, petition for a new law, a campaign for public support through the press, picketing city hall, staging a parade and petition for a court order. Also depicts the consequences of plugging the sewage pipe.

#5 LAW AND THE YOUGHFUL OFFENDER - Larry Farmer, a minor is followed through the criminal justice system from his time of arrest for auto theft to the final disposition of his case.

#6 LAW AND THE INDIVIDUAL - As the young worker follows his typical daily routine the viewer examines the balance between rights and obligations provided by laws. Transportation to work, paycheck deductions, shopping for a present, stopping for a beer and marriage are some examples provided. Standard photography with narration and dialogue.

APL OBJECTIVES: G&L-1, 2, 3 CR-6 CE-20
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment
EVALUATION BASED ON LAW AND THE PROTESTOR AND LAW AND THE INDIVIDUAL

COMMENTS: Demonstrates that common people can resolve a community problem, legally. Difficult and legal terms need to be drfined. The good discussion questions found in the teacher's manual allow for participation and review. Clear typical photographs.

OVERALL RATING: Very Good

LAW AND ORDER: KNOWING WHAT TYPES OF LEGAL SERVICES ARE AVAILABLE
SERIES: COMMUNITY LIFE SKILLS
Sound Filmstrip, Approximately 10 minutes, Color, Sound, $30.00, 1975
Produced and distributed by Society for Visual Education, Inc.
EVALUATORS: Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler
SYNOPSIS: Nora introduces the three outer space visitors to types of legal services. Criminal and civil laws are defined and exemplified step-by-step through a court situation. Cartoons and standard photography with dialogue.
APL OBJECTIVES: G&L-3
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Enrichment, Review
COMMENTS: Main ideas and vocabulary are simply defined and well illustrated. Helps viewers identify when they need a lawyer and where to find a lawyer. Outer space characters are acceptable due to current popularity of space films and shows.
OVERALL RATING: Very Good

G&L-3

SEE ALSO

CE- 6	Understanding Labels And Warranties
CE- 8	The Informed Consumer Consumer At Large
CE-17	Consumer Credit
CE-19	Justice In The Marketplace
H- 8	Managing The Family's Affairs
G&L- 4	The Law As A Tool

LAW AND CONTRACTS

2 Sound Filmstrips, Approximately 25 minutes, Color, Sound, Series $49.00 Each $27.00, 1979. Produced by Clark-Conkling and Associates. Distributed by Encyclopedia Britannica Educational Corporation Accompanied by Teacher's guide.

EVALUATOR: Kaye Beall

TITLES: #1 BY MUTUAL AGREEMENT: THE BUSINESS CONTRACT - Rick Honbaker, a lawyer who specializes in real estate contracts, describes Sue and Dave Shultz 's experience in buying a home from making an offer through the closing at the bank. His description illustrates the four basic elements of contract making: an offer, an acceptance, an exchange of consideration and a mutual understanding. Rick then describes a case where the law had to step in to settle a breach of contract. A local businessman was offered by phone a shipment of steel beams at an acceptable price. The verbal agreement had all the elements of a contract which was not fulfilled by the shipper.

#2 THE MARRIAGE CONTRACT - A sacred union in the eyes of the church and an obligation in the eyes of the law. Marriage is a contract that confers on the parties certain rights and privileges and requires them to fulfill specific responsibilities. Bob and Kitty exemplify these traditional rights and responsibilities in their marriage and family life. New lifestyles and more divorces have changed the thinking about marriage and the family. Will the laws change? Standard photography with narration.

APL OBJECTIVES: G&L-4

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment

EVALUATION BASED ON THE MARRIAGE CONTRACT

COMMENTS: The traditional and admirable women's role is that of a housewife and mother! The views on marriage and family life seem out-dated. Presents a good representation of the commitments made in a marriage, but it does down grade the divorced.

OVERALL RATING: Fair

THE LAW AS A TOOL

Kit, 12 minutes, Color, Sound, $35.00, Free Loan, 1979
Produced by Cinemakers. Distributed by J.C. Penny, Inc.
Accompanied by Educator's guide.

EVALUATORS: Kaye Beall, Carole Podwell, Connie Snyder, Rosalie Tressler

SYNOPSIS: This kit on the rights and responsibilities of the consumer in the marketplace consists of several elements:

#1 IT'S A DEAL! (Sound Filmstrip) - The presentation is divided in three sections (a) Contracts!- defines contracts and identifies the elements which must be present to make contracts legally binding; (b) Basic Types Of Contracts - describes the basic types of contracts that we encounter daily (express contract, acts or conduct, sales contract, installment contract, bailment); (c) The Fine Print: Why And Wherefore Of Contracts - describes the benefits and obligations of each person involved in a contract and the results of a breach of contract. Standard photography with narration.

#2 POINTS OF LAW - (a) Chalk Talk - Reviews the elements and definition of a contract and the types of contracts. Warranties and sales contracts are described along with the steps in pursuing a consumer complaint. (b) Contract Game - In team competion, 10-20, and 30 point questions are asked which review the basic terminology and concepts of contract law. Also applies this knowledge to case studies.

#3 CASE STUDY OF JOE MINOR - Joe Minor makes a series of agreements the first day of school. Some of these agreements are legal contracts and others are social obligations. The user is asked to identify the nine different points of law and help Joe make some decisions.

#4 THE WORLDS A STAGE (activity sheets) - Role playing situations to provide background and practice in handling consumer market place interactions.

APL OBJECTIVES: G&L-3, 4
LEVELS: 0-4, 5-8, 9-12
GROUPINGS: Individual, Small Group, Large Group
LESSON PLAN USES: Instructional, Motivational, Enrichment, Review, Testing
EVALUATION BASED ON IT'S A DEAL!

COMMENTS: The sound filmstrip in explaining contract law is alone of value. Low level students, particularly, would find the other elements extremely hard to do. Seems to be a difficult subject for teachers, even, to understand. The material is too long and comprehensive to be used at one time. Very good instructional design with a variety of creative activities. Adequate technical quality.

OVERALL RATING: Good

FORMS IN YOUR FUTURE

Cassette/Workbook, 175 minutes 3 seconds, Sound, $151.00, 1980
Produced by S.A. Films, Inc., and Globe Book Co.
Distributed by Coronet. Accompanied by Teacher's manual.

EVALUATORS: Terry Abbott, Barbara Bevelhimer, Gloria Davidson, Karen Eppley Margaret Steinacker

SYNOPSIS: For practice in reading and completing 24 of the most common forms found in everyday life; social security, job applications, union membership, checking accounts, loans and credit cards, marriage license, voter registration, insurance, mail catalog order. Vocabulary words and sample forms.

APL OBJECTIVES: CE-3, 5, 14, 16, 17, 18 OK-5, 8, 10 CR-2 G&L-2, 4, 5

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group

LESSON PLAN USES: Instructional, Enrichment, Review, Testing

EVALUATION BASED ON APPLICATION FOR A MARRIAGE LICENSE

SYNOPSIS: The narrator directs student's use of worksheets which are reproductions of an actual application for a license to marry. Students are presented with a list of vocabulary words and directed to look up any they don't know, write a definition for each one or use in a sentence. Definitions for legal terms are printed. Students are requested to complete the form.

COMMENTS: Little assistance is given by the narrator in either pronounciation or word definition; dictionary and reading skills are assumed. No step-by-step directions or helps are given the student in completion of the form. Presented forms have been reduced in size and are difficult to read.

OVERALL RATING: Poor

G&L-4

SEE ALSO

CE- 6	Survival Reading
CE-20	Managing On Your Own
H- 8	Managing The Family's Affairs
G&L- 3	Your Rights And What They Really Mean

MONEY TALKS

16mm, 25 minutes, Color, Sound, Free Loan, 1980
Produced by H.G. Peters & Co.
Distributed by Internal Revenue Service.

EVALUATORS: Kaye Beall and Logansport ABE/GED Students.

SYNOPSIS: Bejamin Franklin and Alexander Hamilton walk out of their bills to walk through Boston, New York, Philadelphia and Washington as they discuss taxes. These two men reminisce about the various tax acts from the first Satmp Act to the present-day income tax as they discuss the pros and cons of taxation. In conclusion, taxes are what we pay for civilization. Dramatization and documentary shots and footage with dialogue.

APL OBJECTIVES: G&L-5

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review

COMMENTS: An excellent, creative history of U.S. Taxation. The documentary shots draw attention to the attitudes toward taxation the production emphasizes. Actors are very natural and humorous.

OVERALL RATING: Very Good

G&L-5

THE SUBJECT WAS TAXES

16mm, 16½ minutes, Color, Sound, Free Loan, 1980
Produced by UniWorld Productions, Inc.
Distributed by Internal Revenue Service.

EVALUATORS: Kaye Beall and Logansport ABE/GED Students

SYNOPSIS: A senior history class studies the history of taxation. After doing research at the library, the team presents their findings through Kathy's drawings of the historical scenes and Tom's writing. The theory of taxation begins in ancient times and progresses through the Middle Ages to the more recent history of the United States. Taxes provide us with the goods and services which we cannot provide individually. Standard photography and historical drawings with dialogue.

APL OBJECTIVES: G&L-5

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Small Group, Large Group

LESSON PLAN USES: Instructional, Motivational, Enrichment

COMMENTS: A creative presentation through the class assignment set-up and the use of historical drawings to illustrate the historical prospective High School students worrying about their grades may cause some adults to lose interest. Excellent technical quality.

OVERALL RATING: Very Good

***TAXES SERIES: FUNDAMENTALS OF ECONOMICS**

Sound Filmstrip, 11 minutes 10 seconds, Color, Sound, $25.00, Series $136. 1964. Produced and distributed by Eye Gate Media.

EVALUATOR: Kaye Beall

SYNOPSIS: Taxes are the price we pay for civilization. Includes a history of taxation; the types of U.S. government taxes at the federal, state and local levels; and the public services that taxes pay for. Cartoon drawings with narration.

APL OBJECTIVES: G&L-5, CE-3

LEVELS: 0-4, 5-8, 9-12

GROUPINGS: Individual, Small Group, Large Group

LESSON PLAN USES: Instructional, Enrichment, Review

COMMENTS: A complete description of the U.S. tax system; however, the figures quoted are out-dated. No audience involvement. Difficult to synchronize tape and filmstrip. Visuals are simple colored drawings.

OVERALL RATING: Fair

G&L-5

SEE ALSO

CE- 3	Mathematics For Taxes
CE- 7	Dollars And Sense
CE-16	Personal Finance: You And Your Money
OK- 7	The PayCheck Puzzle
H- 9	More Than Retirement
G&L- 4	Forms In Your Future

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